

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunities Through Quality Charter Schools Program - Grants to State Entities

CFDA # 84.282A

PR/Award # S282A230010

Grants.gov Tracking#: GRANT13904069

OMB No. , Expiration Date:

Closing Date: Jun 05, 2023

PR/Award # S282A230010

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1237-WVPCSB GEPA Burden Statement)</i>	e7
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1238-WVPCSB Abstract)</i>	e12
6. Project Narrative Form	e13
<i>Attachment - 1 (1234-WVPCSB Project Narrative)</i>	e14
7. Other Narrative Form	e55
<i>Attachment - 1 (1235-Appendix A Assurances)</i>	e56
<i>Attachment - 2 (1236-James Paul 2023 resume)</i>	e59
8. Budget Narrative Form	e60
<i>Attachment - 1 (1239-WVPCSB Budget Narrative)</i>	e61
9. Project Objectives and Performance Measures Information	e71
10. Form ED_524_Budget_1_4-V1.4.pdf	e75

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

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/04/2023"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. UEI: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="ROOM 417M BLDG 1 CAPITOL COMPLEX"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Charleston"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="WV: West Virginia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="25305-0001"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="James"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Paul"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 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:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-032023-001

* Title:

Office of Elementary and Secondary Education (OESE): Charter Schools Program (CSP): Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities, Assistance Listing Number 84.282A

13. Competition Identification Number:

84-282A2023-1

Title:

Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities

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

Add Attachment

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

Tripling Enrollment in West Virginia's Charter Sector in 5 Years

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

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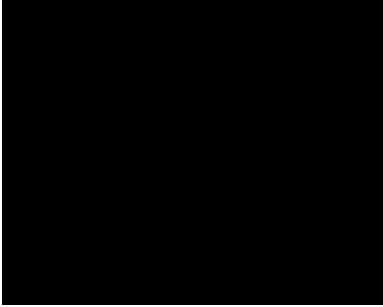
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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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 18, 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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-WVPCSB GEPA Burden Statement.pdf

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WVPCSB GEPA Burden Statement

The West Virginia Professional Charter School Board (WVPCSB) will ensure equitable access to—and participation in—the CSP subgrant program for students, teachers, and all other project beneficiaries with special needs. WVPCSB will require subgrant recipients to develop and implement individual plans to ensure equitable access and participation. WVPCSB does not anticipate barriers to applicants or subgrantees based on gender, race, national origin, or color. Moreover, WVPCSB does not discriminate based on characteristics such as gender, race, national origin, color, disability, or age.

The WVPCSB subgrant competition will be primarily organized and implemented online. Eligible subgrantees with certain disabilities (for example, impaired vision) may have trouble reading online materials to submit applications. To reduce barriers, WVPCSB will ensure its website is highly accessible. Moreover, WVPCSB will provide individualized technical assistance to all eligible applicants. Paper materials will be made available upon request.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="West Virginia Professional Charter School Board"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="James"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Paul"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="James Paul"/>	* DATE: <input style="width: 150px;" type="text" value="06/04/2023"/>

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	James		Paul	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	462 Duckwoods Ln
Street2:	
* City:	Martinsburg
County:	
* State:	WV: West Virginia
* Zip Code:	25403-2800
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1238-WVPCSB Abstract.pdf

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Abstract

In 2022, only 33 percent of West Virginia students were proficient on state assessments in Math. Forty-two percent were proficient in ELA, and 28 percent were proficient in Science. Performance on the National Assessment of Educational Progress has been even more alarming.

Recognizing this persistent lack of educational achievement and opportunity, the Legislature passed a public charter school bill in 2019. Two years later, after the original law had not produced any authorized schools, the Legislature created the West Virginia Professional Charter School Board (WVPCSB) to serve as a statewide authorizer for potential applicants. Since then, WVPCSB has authorized seven charter schools.

Although the first year has been largely successful in the Mountain State, insufficient state funds for startup costs are a barrier for the sector's growth. West Virginia charter schools must rely on philanthropic funding or loans to fund their operations during the pre-opening period and into the first year, which limits the pool of community-led developers who can open new schools.

To mitigate these financial challenges, WVPCSB hereby submits its application to serve as the State Entity under the Federal Charter Schools Program. WVPCSB objectives are twofold. First, WVPCSB intends to double its number authorized charter schools and triple the number of students enrolled in charter schools by 2028. Secondly, 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 between school entities. WVPCSB will offer eight subgrants over the course of the five-year grant period—five to newly created charter schools, and three to expanding charter schools that are already serving students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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Table of Contents

INTRODUCTION	3
COMPETITIVE PREFERENCES.....	5
ABSOLUTE PRIORITY	5
PRIORITY 1	6
PRIORITY 2	6
PRIORITY 3	7
PRIORITY 4	8
PRIORITY 5	8
SELECTION CRITERIA.....	9
A: QUALITY OF THE PROJECT DESIGN	9
<i>Rationale.....</i>	<i>9</i>
<i>Objective Performance Measures.....</i>	<i>15</i>
<i>Ambitiousness</i>	<i>16</i>
<i>Subgrant Awards Supported by Demand and Need.....</i>	<i>19</i>
B: QUALITY OF ELIGIBLE APPLICANTS RECEIVING SUBGRANTS.....	22
C: STATE PLAN	26
<i>Subgrant monitoring.....</i>	<i>26</i>
<i>Avoid duplication of work.....</i>	<i>29</i>
<i>Technical Assistance and Support</i>	<i>30</i>
<i>Input from Parents and Community Members.....</i>	<i>32</i>

Flexibility..... 33

D: QUALITY OF THE MANAGEMENT PLAN 35

ADDITIONAL APPLICATION REQUIREMENTS 41

Introduction

Recognizing a persistent lack of educational achievement and opportunity in West Virginia, the Legislature passed a public charter school bill in 2019. Two years later, after the original law had not produced any authorized schools, the Legislature created the West Virginia Professional Charter School Board (WVPCSB) to serve as a statewide authorizer for potential applicants. Since then, WVPCSB has authorized seven charter schools. As of this writing, the inaugural year of charter schooling is nearly complete—with more than 1,200 students enrolled in four schools.

Although the first year has been largely successful in the Mountain State, insufficient state funds for startup costs are a barrier for the sector's growth. West Virginia charter schools must rely on philanthropic funding or loans to fund their operations during the pre-opening period and into the first year, which limits the pool of community-led developers who can open new schools.

To mitigate these financial challenges, WVPCSB hereby submits its application to serve as the State Entity under the Federal Charter Schools Program (CSP). West Virginia meets the absolute priority of statewide effort to ensure best practices for charter school authorizers, in addition to five competitive preference priorities:

1. Consist of at least one authorized public charter agency that is not an LEA, and has an appeal process;
2. Provide equitable financing;
3. Utilize best practices to improve struggling schools and LEAs;
4. Provide facilities to charter schools; and
5. Serve at-risk students.

WVPCSB will offer eight subgrants over the course of the five-year grant period. With these funds, WVPCSB will be able to double the number of authorized charter schools and triple the number of students enrolled in West Virginia charter schools by 2028. WVPCSB has set the ambitious goal of improving academic achievement not just in participating charter schools—but also intends to increase achievement in public schools across the Mountain State by initiating and facilitating methods to share best practices between school entities.

Competitive Preferences for CSP awards

Absolute Priority

Best Practices for Charter School Authorizers

Under West Virginia law, the West Virginia State Board of Education is required to “consult with nationally recognized charter school organizations and establish and maintain a catalogue of best practices for public charter schools applicable for all applicants, authorizers, governing board members, and administrators” in the following areas: organizational capacity and infrastructure; solicitation and evaluation of charter applications; a framework to guide the development of charter contracts; performance contracting including a performance framework; providing transparency and avoiding all conflicts of interest; ongoing public charter school oversight and evaluation; and charter approval and renewal decision-making (W.V. Stat. §18-5G-4-a). Moreover, the West Virginia State Board of Education must provide training programs that include “authorizer responsibilities for public charter school contract oversight and performance evaluation” (W.V. Stat. §18-5G-4-b-2-v).

West Virginia’s charter law mandates that authorizers, including WVPCSB, “demonstrate public accountability and transparency in all matters concerning its charter-authorizing practices, decisions, and expenditures” (W.V. Stat. §18-5G-6-a-1). Authorizers must “establish and maintain policies and practices consistent with the principles and professional standards for authorizers of public charter schools,” including but not limited to “ongoing public charter school oversight and evaluation” and “charter approval, renewal, and revocation decision-making” (W.V. Stat. §18-5G-6-a-2).

After receiving a charter school application, West Virginia law requires that authorizers “complete a thorough review process; conduct an in-person interview with the applicant; provide

an opportunity in a public forum for local residents to provide input and learn about the charter application; provide a detailed analysis of the application to the applicant or applicants; allow an applicant a reasonable time to provide additional materials and amendments to its application to address any identified deficiencies; and approve or deny a charter application based on established objective criteria or request additional information (W.V. Stat. §18-5G-6-b).

The law specifies that authorizers must “approve new charter applications that meet the requirements of this article and on the basis of their application satisfying all requirements of §18-5G-8 of this code” (W.V. Stat. §18-5G-6-a-4) and, similarly, to “decline to approve charter applications that fail to meet the requirements of §18-5G-8” (W.V. Stat. §18-5G-6-a-5). Thus by statute, high quality and best practices are expected in The Mountain State

Priority 1

At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process.

WVPCSB is the authorized public chartering agency that is **not** a local education agency. WVPCSB is a statewide, independent body with a mission to “authorize high-quality public charter schools throughout the state that provide more options for students to attain a thorough and efficient education, particularly through schools designed to expand the opportunities for at-risk students” (W.V. Stat. § 18-5G-15-a). Moreover, West Virginia law provides an avenue for denied charter school applicants to appeal an authorizer’s decision to the West Virginia State Board of Education (W.V. Stat. § 18-5G-13).

Priority 2

Equitable Financing

Equity is assured in West Virginia charter schools because state law requires that “90 percent of the per pupil total basic foundation allowance follow[s] the student to the public charter school” (W.V. Stat. §18-5G-5-a). House Bill 3084 from the 2023 regular legislative session, signed into law by the governor and effective July 1, 2023, increases the per-pupil basic foundation allowance amount up to 99 percent.

Priority 3

Best Practices to Improve Struggling Schools and LEAs

One of the primary purposes of charter schooling in West Virginia, according to state law, is to “empower new, innovative, and more flexible ways of **educating all children** [emphasis added] within the public school system” and to “improve student learning by creating more diverse public schools with high standards for student performance (W.V. Stat. §18-5G-1-b-1). Additionally, charter schools are expected to “encourage the replication of successful strategies for improving student learning” (W.V. Stat. §18-5G-1-b-7).

The West Virginia Board of Education is required to submit an annual report to the governor and legislature that summarizes “any successful innovations applied in authorized public charter schools which may be replicated in other schools,” and the report “shall provide information about how noncharter public schools may implement these innovations (W.V. Stat. §18-5G-4-b-2-6-ix). These statutory requirements lay the foundation for reciprocal improvements.

At the time of this application, charter schools are in their inaugural year in West Virginia. Thus WVPCSB has not yet demonstrated how it has disseminated best practices throughout schools in the state. However, WVPCSB will use information included in annual reports obtained from authorized charter schools (W.V. Stat. §18-5G-6-h) to share best practices

both within the charter and traditional public school communities that can help all West Virginia students thrive.

Priority 4

Charter School Facilities

Under West Virginia law, a public charter school may “request usage of public facilities from the county board or other public entity in the county where the charter school is located or proposes to locate. A county board or other public entity shall make facilities available to the charter school that are either not used, in whole or in part, for classroom instruction at the time the charter school seeks to use or lease the public facility” (W.V. Stat. §18-5G-12-a). Moreover, should a charter school seek to lease the public facility, the cost must be at or under current market value (W.V. Stat. §18-5G-12-b).

There is no state aid specifically earmarked for charter school facilities funding, however.

Priority 5

Serving At-Risk Students

Under West Virginia law, the mission of WVPCSB is to “authorize high-quality public charter schools throughout the state that provide more options for students to attain a thorough and efficient education, **particularly through schools designed to expand the opportunities for at-risk students**” [emphasis added] (W.V. Stat. §18-5G-15-a). WVPCSB will encourage applicants in the subgrant competition to establish schools in areas with high concentrations of at-risk students or English-learning and to develop plans to effectively educate them.

Selection Criteria

A: Quality of the Project Design

In Section A, WVPCSB explains the project rationale, identifies methods of evaluation, articulates ambitious and attainable objectives, and describes the justification for the projected number of subgrant awards.

Rationale

The theory of action underlying this application—one that is supported by rigorous empirical evidence—is that a greater supply of educational options is associated with higher levels of academic achievement and academic growth.¹ Moreover, random assignment studies find that access to charter schools produce test score gains for participating students.²

To increase the supply of educational options and thereby improve student achievement in the Mountain State, WVPCSB proposes to administer a subgrant program that will help create new and expanded charter schools—with a particular emphasis on schools designed to expand the opportunities for at-risk students (W.V. Stat. §18-5G-15-a). WVPCSB will provide technical assistance to potential applicants and schools it authorizes. WVPCSB proposes two objectives to

¹ Patrick J. Wolf, Jay P. Greene, James D. Paul & Matthew Ladner. (2023). Education Freedom and Student Achievement: Is More School Choice Associated with Higher State-Level Performance on the NAEP?, *Journal of School Choice*, DOI: 10.1080/15582159.2023.2183450.

² Julian R. Betts & Y. Emily Tang. The Effects of Charter Schools on Student Achievement. In Berends, M., Waddington, R.J., & Schoenig, J. (Eds.). (2018). *School Choice at the Crossroads: Research Perspectives* (1st ed.). Routledge. <https://doi.org/10.4324/9781351213318>.

meet the key priorities of the State Entities Program and help the West Virginia charter sector flourish. Multiple activities are planned to meet each objective.

The first objective is to double the number of WVPCSB-authorized charter schools (from a baseline of 7 to a goal of 14) and triple number of students enrolled in WVPCSB-authorized charter schools (from a baseline of 1,248 to a goal of 3,744) by Fall 2028. As of October 2022—a few months into the inaugural year of West Virginia charter schooling—the state had four active charter schools serving 1,248 students. WVPCSB authorized one additional school to open in Fall 2023 and two additional schools in Fall 2024. To grow the charter sector sufficiently to meet the first objective, WVPCSB proposes activities 1.A, 1.B, and 1.C.

Activity 1.A is a recruiting strategy to increase the number of quality charter school applicants. WVPCSB will conduct outreach highlighting the opportunity to create new educational programs in the Mountain State. WVPCSB will engage with existing charter school networks from across the country and identify opportunities for those operators to expand in West Virginia. WVPCSB will prioritize charter networks with demonstrated experience serving at-risk students or students identified as needing comprehensive support. Potential applicants will be informed that the charter school application process in West Virginia (W.V. Stat. §18-5G-8) is streamlined relative to other states. Moreover, WVPCSB will build relationships with in-state community organizations, business leaders, and foundations to support charter school development. These collaborations could produce charter school applicants or help identify potential governing board members for new or expanding schools.

Activity 1.B is the implementation of a subgrant program to provide financial assistance to new and expanding charter schools. Financial assistance from the CSP State Entities program will increase the likelihood that new schools open and that existing schools expand. A barrier for

growth in the West Virginia charter sector is the lack of direct state support for start-up costs. Prior to opening in the Fall, new charter schools receive their first disbursement of state funds in July based on initial enrollment projections. Schools receive four payments per month, or 48 nearly equal payments throughout the year. Accordingly, charter schools are asked to serve students in August after receiving about one-twelfth of their annual projected revenue. Moreover, if charter schools over-estimate their Fall enrollment, funding is proportionally reduced beginning in December. As a result, West Virginia charter schools must rely on philanthropic funding or loans to support start-up costs in the pre-opening period. To mitigate these financial challenges, WVPCSB's proposed subgrant program will allow subgrantee applicants to apply for funds that defray the costs of planning year activities, such as hiring staff and teachers, student recruitment, and purchasing educational equipment and curriculum. Applicants will only be eligible for a subgrant if they are first authorized to open as a charter school in West Virginia.

WVPCSB will develop a clear and transparent subgrant application process that outlines eligibility criteria, application requirements, and evaluation criteria. These requirements will align with West Virginia law, particularly the application requirements identified in W.V. Stat. §18-5G-8. Subgrant application guidelines and deadlines will be published on the WVPCSB website. Successful subgrantees will receive detailed information regarding the terms and conditions of the subgrant award. Funds will be disbursed according to an agreed-upon schedule and in compliance with applicable regulations. Further information on the subgrant process is described in Section B, "Quality of Eligible Applicants Receiving Subgrants."

WVPCSB will hire a part-time Grants Coordinator to assist with subgrant management. The Grants Coordinator will be hired within the first three months of the grant and will assist

with administration, technical assistance, and reporting. The Grants Coordinator will report to the Executive Director of WVPCSB.

Activity 1.C is subgrant monitoring to ensure subgrantees comply with the terms and conditions of the grant. WVPCSB will conduct site visits, document reviews, and performance assessments to evaluate the progress of subgrantees in achieving their stated goals. There will be open lines of communication with subgrantees to address questions or issues that may arise during the subgrant period. WVPCSB will use feedback from subgrantees to inform program improvements and adjustments for future subgrant cycles. WVPCSB will collect regular progress reports from subgrantees, including financial reports, programmatic updates, and student performance data. Further information on subgrant monitoring is described in Section C, “State Plan.”

WVPCSB’s second objective is to increase student achievement in all West Virginia public schools. Each year, charter schools will produce a 5-percentage point increase in the percentage of students who achieve proficiency in Math, ELA, and Science on the West Virginia General Summative Assessments relative to the previous year. Growth trends for newly authorized schools will not be available until the second year. Expanded schools may be able to demonstrate growth in their first year of receiving the grant. Beyond the achievement in WVPCSB-authorized schools, WVPCSB hopes to help increase achievement in traditional public schools, too, through the dissemination of best practices. WVPCSB proposes three activities to meet this second objective.

Activity 2.A is pre-approval technical assistance to aspiring applicants. Support and guidance during the application phase will ensure that each applicant’s educational vision aligns with legislative intent for charter schools in the Mountain State, as well as the requirements and

conditions of the CSP State Entities subgrant. WVPCSB will organize informational sessions that provide an overview of West Virginia’s charter school law and the application process. These sessions may be conducted through in-person meetings or webinars. Additionally, WVPCSB will offer technical assistance workshops where charter school leaders and educational consultants can be invited to share expertise. Workshops may focus on educational program design, governance, financial planning, community engagement, and compliance with state and federal regulations.

WVPCSB will offer a voluntary, informal application review process for applicants who request feedback before submitting for formal review. Consultations will provide personalized support to each applicant's unique circumstances. WVPCSB will compile and provide a comprehensive set of resources, tools, and templates to assist potential applicants in developing proposals. These resources include sample applications, budget templates, and research articles on best practices in charter school design and implementation. More information on assistance to potential applicants is described in Section C, “State Plan.”

Activity 2.B is technical assistance to all active charter schools to support growth and improvement. WVPCSB will identify areas where charter schools require technical assistance. Data will be collected through phone calls and email questionnaires to charter school governing board members and school administrators. After collecting these data—and in conjunction with WVPCSB’s professional judgment about the status of the charter sector—WVPCSB will offer regular support through one-on-one consultations and coaching sessions with charter school administrators and governing board members. WVPCSB will collaborate with educational experts and school leadership organizations to deliver professional development opportunities to charter schools.

Additionally, WVPCSB will help create a West Virginia Charter School Association where member schools can network, ask questions, and share resources. The association will become a community where charter school leaders and staff share best practices, learn from successful models, and seek advice from peers. WVPCSB will recommend external organizations who can speak with the association about relevant topics. WVPCSB will request to present to the association so that schools understand how to comply with charter contracts, as well as state and federal requirements.

Above all else, the goal of WVPCSB technical assistance will be to foster a culture of collaboration and continuous improvement, encouraging charter schools to share their successes, challenges, and lessons learned with the broader charter school community. More information on assistance to active charter schools is described in Section C, “State Plan.”

Activity 2.C is disseminating charter school innovations and best practices that can benefit all students in West Virginia. WVPCSB will leverage findings from active charter schools’ annual reports (W.V. Stat. §18-5G-6-h), which may include strategies related to instruction, curriculum design, student support services, community engagement, and school leadership, among other areas. When charter schools produce promising innovations, WVPCSB will develop case studies that highlight how these approaches could be adapted in traditional county schools—with an emphasis on strategies that help at-risk students and low-performing schools. These case studies will be shared on the WVPCSB website and with the West Virginia State Board of Education.

WVPCSB will approach county boards of education about establishing peer learning networks that connect educators and administrators from charter and traditional public schools. High priority counties will be those that are in close geographic proximity to a brick-and-mortar

charter school. Learning networks can foster ongoing dialogue, knowledge sharing, and problem-solving. WVPCSB hopes these networks could kickstart a new era of collaboration between charter schools and county boards of education in West Virginia.

Objective Performance Measures

Table 1 describes the quantitative and qualitative objective performance measures related to project objectives. Each objective includes at least one measure that can be reported on annually.

Table 1. Performance Measures for Each Objective	
<u>Performance Measures (P.M.)</u>	<u>Method of Evaluation</u>
<i>Objective 1. Double the number of WVPCSB-authorized charter schools (from 7 to 14) & triple the number of students enrolled in WVPCSB-authorized charter schools (from 1,248 to 3,744) by 2028.</i>	
P.M. 1: WVPCSB authorizes at least 14 schools by Fall 2028.	Quantitative: Number of schools.
P.M. 2: At least 3,744 students are certified by the state as enrolled in West Virginia charter schools on Oct 1, 2028.	Quantitative: Number of students.
P.M. 3: Annually award 1 subgrant to most qualified new charter school applicant.	Quantitative: Number of subgrants awarded.
<i>Objective 2. Increase student achievement in all West Virginia public schools.</i>	
P.M. 1: Charter schools annually produce a 5-percentage point increase in the percentage of students who achieve proficiency in Math,	Quantitative: Percentage-point increase of charter school students.

ELA, and Science on the West Virginia General Summative Assessments.	
P.M. 2: A West Virginia Charter Schools Association is created by 2024.	Quantitative: Whether or not the association is created.
P.M. 3: Annually publish at least 3 charter school innovations on WVPCSB website—with an emphasis on those innovations that can help at-risk students.	Quantitative and qualitative: The number of innovations is quantitative, while the nature of the innovations is qualitative.

Ambitiousness

The first objective—doubling the number of charter schools and tripling the number of students enrolled in charter schools—is an ambitious but attainable goal. In Fall 2015, West Virginia public schools served 277,137 students.³ By Fall of 2022, statewide public school enrollment declined to 250,049—including 1,248 students in four charter schools. Negative enrollment trends across the state present both challenges and opportunities. On the one hand, there is a declining pool from which charter schools can enroll students. At the same time, however, parents are signaling a desire for alternative educational options. Another complicating factor is the enactment of West Virginia’s Hope Scholarship—an education savings account program that has, as of this writing, attracted more than 6,000 applicants for the 2023-24 school

³ West Virginia Department of Education. ZOOM WV: Headcount Enrollment Summary. Retrieved from: <https://zoomwv.k12.wv.us/Dashboard/dashboard/2056>. Accessed May 19, 2023.

year.⁴ The educational marketplace is rapidly changing across the Mountain State, but charter schools are well positioned to thrive in this environment.

Assuming enrollment trends continue, WVPCSB projects approximately 235,000 public school students by Fall 2028. WVPCSB's goal of 3,744 charter students would therefore comprise more than 1.5 percent of the public school sector. This would be a higher percentage than 14 states as of 2019-2020⁵—an impressive accomplishment for a nascent charter sector. West Virginia currently has four active charter schools, with one additional school authorized in 2023 and two more authorized for Fall of 2028. Administering one subgrant per year through 2028 would bring the total to 12 schools, and WVPCSB expects the availability of CSP funds will entice at least two other applicants that can meet the authorization criteria even if they do not win CSP subgrants.

The second objective—to increase student achievement in all West Virginia public schools—also meets the criteria of ambitious but attainable. It is ambitious to increase student

⁴ Carrie Hodousek. May 17, 2023. *MetroNews*. More students applying for Hope Scholarship this year. Retrieved from: <https://wvmetronews.com/2023/05/17/more-students-applying-for-hope-scholarship-this-year/>. Accessed May 18, 2023.

⁵ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000-01 through 2019-20. Public elementary and secondary charter schools and enrollment, and charter schools and enrollment as a percentage of total public schools and total enrollment in public schools, by state: Selected years, 2000-01 through 2019-20. Retrieved from: https://nces.ed.gov/programs/digest/d21/tables/dt21_216.90.asp. Accessed May 19, 2023.

achievement in a state where proficiency on assessments has lagged for so long. In 2021-22, only 33 percent of West Virginia students were proficient on state assessments in Math. Forty-two percent were proficient in ELA, and 28 percent were proficient in Science.⁶ Each of these rates was lower than the 2018-19 school year, prior to the pandemic.

Results on the National Assessment of Educational Progress (NAEP) are even more concerning.⁷ In 2022, 23 percent of 4th graders were proficient in Math, down from 30 percent in 2019. Only 22 percent of 4th graders were proficient in English, also down from 30 percent in 2019. Among 8th graders, only 15 percent of students were proficient in Math, down from 24 percent in 2019. Only 22 percent were proficient in reading, down from 25 percent in 2019. Data from state assessments and NAEP suggest a dire need and significant challenge in boosting student achievement in the Mountain State.

WVPCSB can help reverse these trends—and achieve the grant application’s second objective—by attracting quality operators, offering pre-application technical assistance, offering post-authorization technical assistance, and widely disseminating best practices so that all West Virginia students may benefit. Charter school achievement growth of 5 percentage points per

⁶ West Virginia Department of Education. 2022 West Virginia Statewide Summative Assessment Results. Retrieved from: <https://wvde.us/wp-content/uploads/2022/08/24631-Assessment-Release-Document-for-State-Board-v4.pdf>. Accessed May 15, 2023.

⁷National Assessment of Educational Progress. West Virginia State Profile, 2022. Retrieved from: <https://www.nationsreportcard.gov/profiles/stateprofile/overview/WV>. Accessed May 20, 2023.

year would be supremely beneficial to those students, because test score growth is associated with attending college, earning more money, and other positive later-life outcomes.⁸

Subgrant Awards Supported by Demand and Need

More than 1,200 students enrolled in four schools during charter schools' inaugural year in West Virginia. Each of these four schools project higher enrollment in 2023-24, and three more schools are expected to open by Fall of 2024—demonstrating that families in the Mountain State are seeking new educational opportunities through charter schooling.

As discussed more thoroughly in section “Section A: Quality of the Project Design,” the lack of state support for planning and startup costs is a barrier to charter school growth in West Virginia. New schools open their doors in the Fall after receiving only one-twelfth of their annual projected revenue. Moreover, since West Virginia traditional public schools receive funding lower than the national average,⁹ West Virginia charter schools must rely on philanthropic gifts or loans to pay for startup costs in the pre-opening period. These challenges are compounded for schools facing additional costs when seeking to prioritize services to rural students or at-risk students. There is a need for additional revenue in West Virginia charter

⁸ Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. 2014. "Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood." *American Economic Review*, 104 (9): 2633-79.

⁹ National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education: FY 20, Retrieved from: <https://nces.ed.gov/pubs2022/2022301.pdf>. Accessed May 25, 2023.

schools, and CSP assistance would be a boon for potential applicants and current schools with plans to expand.

To meet these demands and needs, WVPCSB plans to administer a subgrant competition for new charter schools in each of the five program years. Additionally, in the first, third, and fifth program year, WVPCSB will administer a second competition for existing schools to expand. WVPCSB plans to distribute each subgrant over a three-year period, but the full amount of an award in Table 3 is reflected in the year it is first awarded.

Exact award amounts will be based on a school’s enrollment multiplied by the per-student amount. The proposed per-student amount in the pre-opening period is [REDACTED] and the per-student amount for existing schools is [REDACTED]. These amounts will help produce funding parity between charter schools and traditional county schools in West Virginia. The primary driver of disparate funding is lack of access to excess levy funds (local dollars). Excess levy amounts vary in West Virginia’s 55 counties, but they can comprise up to a quarter of a county’s total per student revenue (i.e. between [REDACTED] per student).¹⁰

For a subgrantee proposing to open a new school, the applicant’s grant amount in the pre-opening year will be determined by multiplying the projected first year enrollment times the per-student amount. For expanded charter schools, grant amounts will be determined by multiplying the most recent year’s certified enrollment by the per-student amount. The maximum amount that any applicant can receive, regardless of enrollment, is [REDACTED]

¹⁰ Shayla Klein, September 6, 2022. *WCHS*. “What would happen if the excess levy didn't pass in Kanawha County?” Retrieved from: <https://wchstv.com/news/crisis-in-the-classroom/what-would-happen-if-the-excess-levy-didnt-pass-in-kanawha-county>. Accessed May 25, 2023.

Example 1: In the pre-opening year, a new charter school applicant that projects 200 students in year 1 [REDACTED] and certifies an enrollment of 275 in year 2 [REDACTED] would receive a total amount of [REDACTED]

Example 2: An expansion charter school most recently certified 300 students ([REDACTED]) then 400 students in year 2 [REDACTED] and then 500 students in year 3 [REDACTED]. The three-year total is [REDACTED] but the school would receive [REDACTED] because that is the maximum subgrant amount.

Average amounts in Table 3 are based on enrollment and projected trends for the inaugural charter schools in the state. The two brick and mortar schools in West Virginia opened with certified counts of 321 and 303 students, respectively. If new brick and mortar schools open at approximately the same size, WVPCSB expects to provide [REDACTED] in the pre-opening year [REDACTED] in year 1 [REDACTED] and [REDACTED] in year 2 [REDACTED] for a total grant of [REDACTED] distributed over three years. Expanded school subgrants are projected to be larger, because the per-student amount will be [REDACTED] annually, and expanded schools will likely start with higher enrollments.

Table 2. Estimated Subgrants Per Year						
	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

Table 3. Estimated Subgrant Awards Per Year						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
New school awards						
Expanded school awards						
Total subgrant awards						

B: Quality of Eligible Applicants Receiving Subgrants

WVPCSB intends to maximize the likelihood that applicants receiving subgrants will meet WVPCSB’ objectives—namely that the charter sector substantially grows, and that student achievement markedly improves.

WVPCSB will promote the availability of CSP awards to new applicants as well as to existing schools with plans to expand. Applicants are eligible for a subgrant only if they are first authorized to open as a charter school in West Virginia. WVPCSB staff will communicate with pre-established contacts in national charter school organizations, as well as with the philanthropic and business community in West Virginia about the possibility for CSP awards. If WVPCSB wins a State Entity grant, WVPCSB will announce the subgrant program through email to recently approved schools and prospective applicants. WVPCSB will send a press release to media outlets announcing the opportunity, as well. Promotional materials will clearly outline the eligibility requirements, application process, and submission deadlines.

To ensure that subgrantees meet all CSP requirements while also avoiding duplicative work, WVPCSB will rely on information gathered during the West Virginia charter school authorization process and supplement it with additional questions and document requests. Potential subgrantees must include a project narrative, a budget narrative, and a five-year projected budget. Applicants must also agree to dozens of assurances that conform with state law, federal law, and specific requirements of the CSP program. One of the assurances will describe how WVPCSB reviews school performance and oversees school operations. Flexibility provided to the potential subgrantees will also be listed in these assurances.

In the project narrative, subgrantees must identify: how CSP funds will help the school achieve its mission; maximum enrollment levels; external partners including charter management organizations/education management organizations/education service providers; specific project objectives and performance measures; a detailed management plan and timeline; 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; and how the applicant will use the flexibility afforded by West Virginia's charter school law to innovate and improve student outcomes. Applicants will be 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. Applicants will also be asked to submit evidence of demand for the school, which could be satisfied through letters of support from community members or pre-application forms from interested parents. WVPCSB will provide applicants with flexibility to use other evidence that can demonstrate community support for the school.

In the budget narrative, the applicant will identify all proposed expenditures. Sufficient detail should be provided such that WVPCSB staff can understand how awards will be used and how awards are related to project activities and outcomes. The budget narrative must align with proposals in the project narrative. The applicant's plans to use CSP awards must align clearly with the mission of the school. The applicant must also demonstrate how requested awards will help meet the unique needs of the expected student population.

WVPCSB's subgrant competition will include competitive priorities for applicants with plans to educate high school children, serve predominately rural areas, serve at-risk students, and/or create educator-led and community-centered schools. The development of rural charter schools is a high priority for WVPCSB, since rural areas typically have lower access to philanthropic gifts and traditional public schools in rural areas may have relatively less per-pupil revenue.

WVPCSB's charter school application form already requires information about the plan for parent involvement (W.V. Stat. §18-5G-8-b-25). When applying for a CSP subgrant administered by the WVPCSB, applicants will be asked to identify plans to hold community forums, workshops, and focus groups to gather input and ensure the proposed school is responsive to community needs. Applicants will also be asked to develop strategies to incorporate community feedback into the design and implementation of charter schools.

West Virginia charter schools are not required by law to provide transportation. Applicants that choose to offer transportation will certify that they will follow same student safety laws applicable to traditional public schools (W.V. Stat. §18-5G-3-c-14). WVPCSB will request a comprehensive plan for student transportation that addresses the specific needs of their student population and geographic location. Potential subgrantees will be informed that even

though transportation is not required, schools will likely need to offer transportation to compete with county public schools for enrollment.

Table 4 includes a timeline for the subgrant competition process. Note that the new schools subgrant competition will occur each year, while the expanded school competition is only available in three of the five program years.

Table 4. Annual Subgrant Competition Timeline	
Month	Activity
August 31	Deadline to submit applications from schools who seek to open in the following Fall.
October	Announce CSP subgrant competition and call for reviewers. Provide technical assistance to potential applicants.
November 30	By this date, the number of authorized schools for the following year will be known (i.e. the pool of potential subgrantees will be identified).
December	Open subgrant competition (annually for new charter school competition; in FY24, FY26, and FY 28 for expanded school competition).
February	Close subgrant competition and review applications.
April	Awards announced.
May	First installments of three-year grant disbursement are available.

WVPCSB will solicit peer reviewers with experience with federal grants and charter school administration, and related fields in education policy. Reviewers will provide assurances they can review applications impartially and without conflict of interest. Once the subgrant competition closes in February, the review process will begin. WVPCSB staff will first review

each application to make sure all required components are included. Applications that advance beyond this stage will be sent to peer reviewers. These reviewers will use a rubric developed by WVPCSB to evaluate applications. The entire review process will occur within two months of the competition closing.

C: State Plan

Subgrant monitoring

WVPCSB will conduct regular oversight, identify risks, and undertake corrective actions to address deficiencies under its subgrant monitoring plan. New charter school subgrantees will be monitored for the partial planning year immediately upon winning the subgrant and through the first two academic years. Expanded charter schools will be monitored immediately upon winning a subgrant for the remainder of the current academic year and through the following two academic years. WVPCSB will regularly assess whether subgrantees are implementing their grant projects with fidelity to their application—and in compliance with state and federal laws and regulations. Additionally, WVPCSB will monitor whether subgrantees are meeting the educational needs of their students.

After a subgrant is announced and awarded, the winner will receive a notification letter outlining the monitoring processes, timelines, and expectations. WVPCSB will conduct desk and on-site monitoring. Desk-based monitoring involves reviewing financial and programmatic reports submitted by subgrantees to ensure they are complying with grant requirements. This includes reviewing 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 with subgrantees to review their operations and programmatic activities. This includes interviews with staff and observing classroom activities to assess the quality and effectiveness of the program. WVPCSB will provide additional opportunities for monitoring and support as needed.

All monitoring activities will be documented by WVPCSB, including findings, recommendations, and corrective actions taken by subgrantees. This documentation will be used to inform future monitoring activities.

WVPCSB will develop a risk assessment framework to identify possible deficiencies in subgrantee performance or compliance. Subgrantees will be considered high risk if they demonstrate a lack of progress on multiple grant milestones during monitoring. High risk subgrantees will be prioritized for additional support. When deficiencies are identified through desk or site-based monitoring, applicants will have an opportunity to correct the problems in a reasonable amount of time—typically between 10 business days and one calendar month, depending on the deficiency. WVPCSB will be available to provide technical assistance, as applicable. If subgrantees do not sufficiently address the identified problems, WVPCSB will administer a corrective action plan. Monitoring findings that result in corrective action plans will be deliberated and announced in WVPCSB public board meetings. Meeting minutes are regularly posted on WVPCSB website for full transparency.

Subgrantees will be subject to financial monitoring of expenditures to ensure compliance with grant regulations. WVPCSB will provide clear guidance to subgrantees on allowable expenditures and reimbursement procedures to promote transparency and accountability. 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.

Table 5. Annual Subgrant Monitoring Timeline	
Timeline	Activity
April	Awards announced by WVPCSB.
May	Subgrantees finalize budgets. Desk-based monitoring by WVPCSB begins and is ongoing throughout the grant term.
Ongoing	Drawdown reviews by WVPCSB.
Ongoing, as needed	Corrective Action Plans are developed and implemented by WVPCSB.
October-November	Site-based monitoring visit by WVPCSB to school facility. If deficiencies are identified, subgrantee will be provided a deadline to address deficiencies.
December	Subgrantees submit annual audit to WVPCSB.

Monitoring will be conducted by the WVPCSB Executive Director (CSP Project Director) and the Grants Coordinator. Both staff members will complete grants training courses offered by the U.S. Department of Education. Monitors will seek ongoing professional development to learn about best practices. In addition, the WVPCSB Chairman has substantial experience with federal education grants as former Deputy Assistant Secretary for Higher Education Programs in the U.S. Department of Education.

WVPCSB will develop a drawdown form for subgrantees to access grant awards. To make a drawdown request, schools will submit a formal request electronically to the WVPCSB Grants Coordinator identifying the approved budget item. Schools will provide proof of the expense or, if requesting advance payment, a purchase order or invoice. The drawdown form will

require subgrantees to identify how they are they are meeting the needs of students with disabilities and English language learners. Based on trends in subgrantee drawdowns, WVPCSB can recommend informal guidance, technical assistance, or corrective action plans implementing the subgrant with fidelity.

As subgrantees begin 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. WVPCSB will offer guidance to subgrantees in developing robust sustainability plans to increase the likelihood of long-term program effectiveness.

Avoid duplication of work

As of this application, WVPCSB is the only entity in the state to authorize any charter schools. County boards of education and the West Virginia State Board of Education (under certain circumstances) may also serve as authorizers (W.V. Stat. §18-5G-2), but WVPCSB expects to remain the primary body that authorizes schools for the foreseeable future. As a statewide authorizer, WVPCSB avoids duplicating work with charter schools by identifying which responsibilities belong to the authorizer and which responsibilities belong to the schools themselves. This approach allows both parties to focus on their core duties while achieving efficient operations.

Charter contracts are negotiated with WVPCSB and then signed by the WVPCSB Chairman and the chair of each school's governing board. The requirements of these contracts are delineated in W.V. Stat. §18-5G-9. For example, each charter contract is required to address "the rights and duties" for the authorizer and the school as well as "the administrative relationship" of the authorizer and the public charter school. Additionally, the charter contract

must include “the process and criteria the authorizer will use to annually monitor and evaluate the overall academic, operating, and fiscal conditions of the public charter school, including the process the authorizer will use to oversee the correction of any deficiencies found” (W.V. Stat. §18-5G-9-b-6). In West Virginia, charter agreements are comprehensive documents that outline the specific responsibilities of each party, including academic accountability, financial management, compliance, and reporting requirements.

The primary way that WVPCSB minimizes the administrative burden on charter schools is through a streamlined application and authorization process, which is identified in W.V. Stat. §18-5G-8. WVPCSB’s application form is strictly informed by requirements in this section of law, and WVPCSB members make authorization decisions based on whether applicants sufficiently respond to the necessary requirements. The West Virginia charter school sector has yet to have any schools apply for renewal because 2022-23 was the first year with active charter schools. However, the process for renewal is similarly outlined in W.V. Stat. §18-5G-10. WVPCSB members will make renewal decisions based on “a thorough analysis of evidence of the school’s performance over the term of the charter contract in accordance with the terms set forth in the charter contract, annual performance reports and any required financial audits” (W.V. Stat. §18-5G-10). WVPCSB members do not impose additional requirements on schools beyond those that are specifically required in the charter contract, state law, or applicable federal law. This approach is intended to strike the appropriate balance of accountability and flexibility for school leaders to optimize student outcomes.

Technical Assistance and Support

WVPCSB will provide technical assistance to aspiring applicants and authorized charter schools through its Executive Director, its CSP-funded Grants Coordinator, and contracted

consultants. WVPCSB will offer a pre-application webinar, support on completing the subgrant application, and a post-award webinar where subgrantees can learn about monitoring, reporting, and evaluation. Once hired, the Grants Coordinator will be the primary point of contact for questions and support related to most aspects of the subgrant.

WVPCSB will contract with West Virginia Families United for Education, the West Virginia chapter of Love Your School, or another reputable state-based organization to recruit quality charter school applicants from school and community leaders in the Mountain State. This organization will design and implement community engagement strategies. Additionally, WVPCSB will contract with a nationally recognized charter school governance organization to provide expertise in designing and delivering charter school governing board training and technical assistance.

WVPCSB will support subgrantees in developing effective outreach and engagement strategies to reach diverse student populations, including at-risk students. This may involve targeted marketing campaigns and partnerships with state-based nonprofits to facilitate enrollment for students transitioning from traditional county public schools. WVPCSB will encourage subgrantees to develop and implement a range of support services, such as tutoring programs, counseling services, and specialized interventions, to ensure students receive the necessary support to reach their fullest potential.

WVPCSB is committed to supporting subgrantees in student recruitment, enrollment, and retention, including educationally disadvantaged students. WVPCSB will provide subgrantees with guidance and best practices for implementing inclusive enrollment policies, including strategies to ensure that all students have equal access to West Virginia charter schools. WVPCSB will emphasize the importance of creating a welcoming environment that fosters a

positive school climate. WVPCSB will collaborate with subgrantees to collect and analyze data on student recruitment, enrollment, and retention. This will allow for ongoing evaluation of practices and identification of areas for improvement.

WVPCSB is committed to fulfilling its authorizing responsibilities, many of which are explicitly required under West Virginia law: assessing performance data (W.V. Stat. §18-5G-9-e); financial oversight (W.V. Stat. §18-5G-10-h); holding charter schools accountable to their performance agreements (W.V. Stat. §18-5G-6-a-7); maintaining sound processes related to renewal, non-renewal, or charter revocation (W.V. Stat. §18-5G-6-a-2-D); and overseeing orderly school closure in the event that a school ends its operations (W.V. Stat. §18-5G-10-i). The first year of charter schooling in West Virginia is not yet complete, so WVPCSB is continuing to formalize these processes. If awarded funding, WVPCSB will revise its bylaws to formalize criteria for renewal, non-renewal, and revocation decision-making. Additionally, WVPCSB will formalize how it will identify deficiencies in a charter school's performance or legal compliance—including examples of a hypothetical corrective action plan. These steps will promote clarity and transparency for all applicants, schools, and the public. WVPCSB will contract with the National Charter Schools Institute—or another nationally-recognized charter school governance consultant—to provide recommendations about WVPCSB's policies, bylaws, and subgrant monitoring procedures.

Input from Parents and Community Members

WVPCSB aims to ensure that parents and community members have meaningful opportunities to provide input, contribute to decision-making processes, and shape the development and operation of charter schools in West Virginia. State law requires that within 90 days after receiving an application, the authorizer must “provide an opportunity in a public

forum for local residents to provide input and learn about the charter application” (W.V. Stat. §18-5G-6-b-3). WVPCSB has met this requirement for all charter school applications to date and will continue this practice in the future.

When negotiating with authorized charter schools, WVPCSB emphasizes the benefits of parent surveys. Indeed, some charter schools indicate in their contract with WVPCSB that they will regularly solicit parental feedback through online surveys. Charter schools that administer these surveys provide results to WVPCSB in their statutorily required annual report (W.V. Stat. §18-5G-6-h). WVPCSB will analyze responses to identify common themes, concerns, and priorities expressed by parents of charter school students.

Beginning in 2024-25, WVPCSB will work with authorized schools to develop a parent survey that is administered to all charter school parents. The survey will include Likert scale items as well as open ended questions. After consulting with authorizers in other states to learn about their strategies for obtaining parental feedback, WVPCSB will develop its own survey in the Fall of 2024 and distribute the survey in the Spring of 2025. Data collected from parents will play a key role informing charter school oversight. WVPCSB will analyze data—looking for recurring themes—that can be used to shape policies, guidelines, and operational procedures for charter schools to align with parents’ needs and aspirations.

Flexibility

State legislators have allowed for exceptional flexibility in charter schools. According to West Virginia law, charter schools are intended to “empower new, innovative, and more flexible ways of educating all children within the public school system” (W.V. Stat. §18-5G-1-b). Lawmakers sought to “allow authorized public schools and programs within public schools exceptional levels of self-direction and flexibility in exchange for exceptional levels of results-

driven accountability for student learning” (W.V. Stat. §18-5G-1-b-6). Legislative intent to provide flexibility is further supported in state law W.V. Stat. §18-5G-3-c, which says charter schools are “exempt from all statutes and rules applicable to a noncharter public school or board of education” with only about one dozen important exceptions, such as “federal nutrition standards, the same civil rights, disability rights and health, life and safety requirements applicable to noncharter public schools,” immunization requirements, and student assessment requirements, among a few others.

Teacher quality is one of the most important predictors of later life outcomes,¹¹ and West Virginia charter schools have flexibility to hire the best possible teachers for their classrooms—irrespective of whether the teacher is traditionally certified by the West Virginia Department of Education. A significant body of empirical research finds that traditional credentials¹² and graduate degrees¹³ are weak predictors of teacher quality. Charter schools in West Virginia are empowered to find subject matter experts who want to teach but may not desire to obtain a degree in education or traditional licensure.

¹¹ Goldhaber, D. (2016). In Schools, Teacher Quality Matters Most: Today’s research reinforces Coleman’s findings. *Education Next*, 16(2), 56-62.

¹² Goldhaber, Dan D., and Dominic J. Brewer. “Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement.” *Educational Evaluation and Policy Analysis*, vol. 22, no. 2, 2000, pp. 129–45.

¹³ Jonah E. Rockoff, Brian A. Jacob, Thomas J. Kane, Douglas O. Staiger; Can You Recognize an Effective Teacher When You Recruit One?. *Education Finance and Policy* 2011; 6 (1): 43–74.

When appropriate, WVPCSB advocates for charter school autonomy with the state Department of Education and other executive branch agencies. WVPCSB ensures that charter schools follow appropriate state and federal laws, while also defending charter schools against encroachment from other regulatory agencies in the state. It is WVPCSB's view that charter schools can be most nimble and responsive to their student population when freed up from onerous regulatory requirements.

D: Quality of the Management Plan

James Paul, Ph.D., Executive Director of WVPCSB, will be the Project Director who manages CSP objectives, activities, and performance measures. Paul has demonstrated experience in education policy, academia, and state government. He has worked for multiple education reform organizations: as Senior Policy for the Commonwealth Foundation, Associate Policy Director at Foundation for Excellence in Education, and Director of Research at the Educational Freedom Institute. Paul earned a PhD in Education Policy from the University of Arkansas, where he published peer-reviewed articles in *Studies in Higher Education*, *Journal of School Choice*, and *Journal of Sports Economics*. Paul was hired as the first staff member of WVPCSB in June 2022, where he oversees all authorized charter schools and solicits applications from new developers. A resume is separately available in this application. If awarded funding, WVPCSB will hire a Grants Coordinator to assist the Executive Director with subgrant management. Together, these personnel will devote sufficient time to necessary tasks to complete goals and objectives. Table 6 provides a summary. The Project Director will devote 8 hours per week to CSP responsibilities, with 80 percent of this time on technical assistance and 20 percent on administration. The Grants Coordinator will be a 30 hour per week position

entirely devoted to the CSP, with 80 percent of this time on administration and 20 percent on technical assistance.

Table 6. FTE of WVPCSB Personnel					
FTE	FY 24	FY 25	FY 26	FY 27	FY 28
Project Director	.20	.20	.20	.20	.20
Grants Coordinator	.75	.75	.75	.75	.75

The timeline in Table 7 includes project milestones, aligned with WVPCSB’s proposed activities, and corresponding responsible parties.

Table 7. Project Milestones and Timeline		
Milestone	Date	Staffer
<i>Activity 1.A is a recruiting strategy to increase the number of quality charter school applicants.</i>		
Engage with national charter school networks and identify opportunities for those operators to expand in West Virginia.	September 2023, ongoing	Executive Director
Build relationships with in-state community organizations, business leaders, and foundations to support charter school development.	September 2023, ongoing	Executive Director
Identify contractor to recruit high quality charter school applicants from school and community leaders in West Virginia.	October 2023- December 2023	Executive Director
<i>Activity 1.B is the implementation of a subgrant program to provide financial assistance to new and expanding charter schools.</i>		

Hire Grants Coordinator.	October- December 2023	Executive Director
Announce subgrant program through email to recently approved schools and prospective applicants. Announce call for reviewers.	October 2023	Grants Coordinator (possibly Executive Director in Year 1)
Send press release to media outlets announcing WVPCSB will administer subgrant program.	October 2023, annually	Grants Coordinator (possibly Executive Director in Year 1)
Develop subgrant application form that includes a project narrative, a budget narrative, and a five-year projected budget.	October 2023	Executive Director
Announce that the subgrant program is open, through email, to potential applicants.	December 2023, annually	Grants Coordinator (possibly Executive Director in Year 1)
Announce that the subgrant program is closed, through email.	February 2024, annually	Grants Coordinator
Score applications.	March-April 2024, annually	Executive Director and peer reviewers
Announce subgrant winners.	April 2024, annually	Executive Director
First disbursement of awards.	May 2024, ongoing	Grants Coordinator

<i>Activity 1.C is subgrant monitoring to ensure subgrantees comply with the terms and conditions of the grant.</i>		
Develop a drawdown form for subgrantees to access grant awards.	December 2023	Grants Coordinator (possibly Executive Director in Year 1)
Distribute notification letter to subgrant winners outlining the monitoring processes, timelines, and expectations.	April 2024, annually	Grants Coordinator
Desk-based monitoring to ensure subgrantees are complying with grant requirements.	May 2024, ongoing	Grants Coordinator
On-site monitoring with subgrantees to review their operations and programmatic activities.	October 2024, annually	Grants Coordinator
<i>Activity 2.A is pre-approval technical assistance to aspiring applicants.</i>		
Identify contractor to provide expertise in designing and delivering charter school governing board training and technical assistance.	October 2023- December 2023	Executive Director
Pre-application webinar.	November 2023, annually	Executive Director
Conduct voluntary application review for applicants who request feedback before submitting for formal review.	January 2024, annually	Grants Coordinator
<i>Activity 2.B is technical assistance to all active charter schools to support growth and improvement.</i>		

Identify contractor to provide recommendations on WVPCSB bylaws, practices, and subgrant monitoring.	October 2023-December 2023	Executive Director
WVPCSB identifies areas where charter schools require technical assistance. Data are collected through phone calls and email questionnaires to charter school governing board members and school administrators.	December 2023, ongoing	Executive Director
Post-award webinar where subgrantees learn about monitoring, reporting, and evaluation.	April 2024, annually	Executive Director
WVPCSB revises its bylaws based on recommendations from nationally recognized charter school governance consultant.	May 2024	Executive Director
West Virginia Charter School Association is developed.	September 2024	Executive Director
<i>Activity 2.C is disseminating charter school innovations and best practices that can benefit all students in West Virginia.</i>		
Receive annual reports from active charter schools (W.V. Stat. §18-5G-6-h), which may include best practices and innovations related to instruction, curriculum design, student support services, community engagement, and school leadership, among other areas.	July 2024, annually	Executive Director
Develop case studies that highlight how these innovations could be adapted in traditional county	October 2024, annually	Grants Coordinator

schools—with a particular emphasis on strategies that help at-risk students and low-performing schools.		
Approach county boards of education about establishing peer learning networks that connect educators and administrators from charter and traditional public schools.	November 2024, ongoing	Executive Director
Charter schools produce a 5-percentage point increase in the percentage of students who achieve proficiency in Math, ELA, and Science on the West Virginia General Summative Assessments relative to the previous year.	August 2024, annually	Executive Director

WVPCSB recognizes the value of receiving feedback and improving how it authorizes schools. WVPCSB will solicit comments from developers, school administrators, lawmakers, governing board members, parents, and West Virginia residents. To gather feedback, WVPCSB will encourage these individuals to provide comments through email (james.paul@wvpcsb.org) or phone call communication with WVPCSB staff. Feedback can be related to the perception of charter schools’ impact on student outcomes, the effectiveness of CSP funds in promoting student success, the level of satisfaction with CSP implementation, or general concerns about areas for improvement in West Virginia’s charter sector. WVPCSB staff will analyze and document all feedback. When appropriate, WVPCSB will develop action plans to implement changes for subsequent years.

Additional Application Requirements

5) (a)(5) A description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws.

According to W.V. Stat. §18-5G-3-c-2, charter schools must adhere to “the provisions of §29B-1-1 et seq. of this code relating to freedom of information and the provisions of §6-9A-1 et seq. of this code relating to open governmental proceedings.” Moreover, WVPCSB requires an assurance in all charter contracts that governing boards “will conduct its business in compliance with The Open Governmental Meetings Act (W. Va. Code §6-9A-1 et seq.).”

Other Attachment File(s)

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Appendix A - Expanding Opportunity Through Quality Charter Schools Program (CSP)
Grants to State Entities
Charter Schools Program Assurances

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP Grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (1) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (4303(f));
- (2) The State entity will support charter schools in meeting the education needs of their students, including children with disabilities and English learners (4303(f));
- (3) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners (4303(f));
- (4) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in application requirement (a)(1)(8) (4303(f));
- (5) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - (i) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - (ii) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensuring that any such audits are publicly reported; and
 - (iii) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as renewal, non-renewal, or revocation of the school's charter (4303(f));
- (6) The State entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State (4303(f));
- (7) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
 - (i) Information on the educational program;
 - (ii) Student support services;
 - (iii) Parent contract requirements (as applicable), including any financial obligations or fees;
 - (iv) Enrollment criteria (as applicable); and

(v) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (4303(f)).

(8) The State Entity will ensure that each charter school receiving CSP funding has not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization, or its related entities, exercises full or substantial administrative control over the charter school and, thereby, the CSP project (2022 NFP).

(9) Each charter school receiving CSP funding will provide an assurance that any management contract between the charter school and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that--

(i) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the subgrant;

(ii) The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food services or payroll services) and that otherwise comply with statutory and regulatory requirements;

(iii) The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and

(iv) The charter school is in compliance with applicable Federal and State laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization (2022 NFP).

(10) Each charter school receiving CSP funding will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the State entity, including--

(i) A copy of the existing contract with the for-profit organization or a detailed description of the terms of the contract, including the name and contact information of the management organization, the cost (i.e., fixed costs and estimates of any ongoing cost), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the management organization, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 76.701;

(ii) A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter school;

(iii) The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how

the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and

(iv) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close (2022 NFP).

(11) Each charter school receiving CSP funding will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family’s ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program) (2022 NFP).

(12) Each charter school receiving CSP funding will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include information about how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an education mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (*i.e.*, provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (*e.g.*, hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided that it meets the requirements above. (2022 NFP).

(13) No eligible applicant receiving funds under the State entity’s program will use implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. (2022 NFP).

NAME OF AUTHORIZED OFFICIAL

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

DATE

APPLICANT ORGANIZATION

DATE SUBMITTED

JAMES PAUL

EDUCATION

Department of Education Reform, University of Arkansas

Ph.D., Education Policy, 2023

Maxwell School of Citizenship and Public Affairs, Syracuse University

Master of Public Administration, 2014

College of Arts and Sciences, Syracuse University

Bachelor of Arts, Magna Cum Laude, 2011

EXPERIENCE

West Virginia Professional Charter School Board (WVPCSB), Executive Director, June 2022– present

Martinsburg, West Virginia

- Provide technical assistance for charter schools on enrollment, financial management, governance, and compliance with charter agreements as well as applicable state and federal laws
- Monitor authorized schools by attending governing board meetings, reviewing meeting minutes, conducting annual site visits, and making document requests required by charter contracts
- Recruit and solicit applications from new charter school developers in West Virginia and across the country
- Review charter school applications, produce analysis of applications, and recommend to WVPCSB members whether applications are approved
- Coordinate with West Virginia Department of Education staff on behalf of charter school administrators, ensuring both compliance and autonomy for authorized schools
- Recommend changes to charter school law and administrative rules to legislators, staff, and other state officials
- Manage monthly public board meetings for WVPCSB

Educational Freedom Institute, Director of Research, August 2021 – May 2022

- Produced original empirical research on school choice, including on virtual charter schools

University of Arkansas Department of Education Reform, Graduate Assistant, August 2019 – May 202

Fayetteville, Arkansas

- Supported Dr. Patrick Wolf on multiple evaluations of private school choice policies and programs
- Managed the department's student-run lecture series during the 2020-21 academic year

Foundation for Excellence in Education, Associate Policy Director: Education Choice, September 2017 – June 2019

Washington, D.C.

- Analyzed and develop legislative proposals for more than a dozen state-level education choice programs
- Produced policy briefs on education savings accounts, tax-credit scholarship programs, a summary of the literature on private education choice, and applying test-based accountability to choice programs
- Managed bimonthly conference calls for education choice advocates to collaborate regarding developments in the news and relevant research

Commonwealth Foundation, Senior Education Policy Analyst, July 2014 – August 2017

Harrisburg, Pennsylvania

- Advocated for education choice with blog posts, policy briefs, letters to the editor, and op-eds
- Represented foundation in more than 100 print, radio, and television appearances regarding education policy
- Produced research on education savings accounts, education spending, school funding reform, district-level collective bargaining, and district-level academic achievement

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

The Budget Narrative provides justification for the anticipated costs of administering the West Virginia CSP grant in accordance with activities described in the Project Narrative. The West Virginia Professional Charter School Board (WVPCSB) proposes to spend [REDACTED] percent of the grant on Technical Assistance and [REDACTED] percent on Administration. The remaining [REDACTED] will be spent on subgrants. See Table 3 for the Budget Summary and Table 4 for projected costs by these categories. The total requested grant is [REDACTED]

WVPCSB will administer one subgrant competition for new charter schools in each of the five program years. In the first, third, and fifth program years, WVPCSB will also administer a subgrant competition for existing charter schools to expand. See Table 1 for the number of subgrants awarded each year. WVPCSB plans to distribute subgrants over a three-year period, but the full amount of a subgrant in Table 2 is reflected in the year it is first awarded. For subgrantees proposing to open a new school, the applicant’s grant amount in the pre-opening year will be determined by multiplying the projected first year enrollment times the per-student amount. For expanded charter schools, grant amounts will be determined by multiplying the most recent year’s certified enrollment by the per-student amount. More information on the justification for the per-student amounts is included in the Project Narrative. The maximum amount that any applicant can receive, regardless of enrollment, is [REDACTED]

Table 1. Estimated Subgrants Per Year						
	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

Table 2. Estimated Subgrant Awards Per Year						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
New school awards						
Expanded school awards						
Total subgrant awards						

Table 3. Budget Summary						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
Personnel						
Fringe						
Travel						
Supplies						
Contractual						
Subgrants						
Total						

Table 4. Budget Summary: By Category						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
Admin						
TA						
Subgrants						
Total						

Table 5. Budget Summary: Technical Assistance						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
<i>Total Personnel</i>						
Project Director						
Grants Coordinator						
<i>Total Fringe</i>						
Project Director						
Grants Coordinator						
Supplies						
Contractual						
Total						

Table 6. Budget Summary: Administration						
	FY 24	FY 25	FY 26	FY 27	FY 28	Total
<i>Total Personnel</i>						
Project Director						
Grants Coordinator						
<i>Total Fringe</i>						
Project Director						
Grants Coordinator						
Travel						
Contractual						
Total						

FY24 Budget

Subgrants: WVPCSB will administer two sets of subgrant competitions, one for newly authorized charter schools and one for existing charter schools seeking to expand. The projected costs for each set of subgrants each year are found in Table 2.

Average amounts in Table 2 are based on enrollments and projected trends for the four inaugural charter schools. The first two brick and mortar schools in West Virginia opened with certified counts of 321 and 303 students, respectively. If new brick and mortar schools open at approximately the same size, WVPCSB expects to provide [REDACTED] in the pre-opening year

[REDACTED]

[REDACTED]—for a total grant of [REDACTED]

distributed over three years. Expanded school subgrants are projected to be larger, because the

per-student amount will be [REDACTED] annually, and expanded schools will likely start with higher enrollments.

Example 1: In the pre-opening year, a new charter school applicant that projects [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Example 2: An expansion charter school most recently certified [REDACTED]

[REDACTED]
[REDACTED] but the school would receive [REDACTED] because that is the maximum subgrant amount.

Remaining costs are allocated to personnel, fringe, travel, supplies, and contractual categories (Table 3). Personnel, fringe costs, and contractual costs are allocated to both Technical Assistance (Table 5) and Administration (Table 6). Supplies are solely in the Technical Assistance category, while travel costs are solely in the Administration category.

Personnel: WVPCSB estimates [REDACTED] in personnel costs in FY 24 (Table 3). Among these costs, [REDACTED] are allocated to Technical Assistance (Table 5) and [REDACTED] are allocated to Administration (Table 6).

The Project Director's salary is [REDACTED] per year, with 20 percent of his time (8 hours per week) devoted to grant activities. The [REDACTED] salary multiplied by 20 percent of time spent on the grant is [REDACTED]. This [REDACTED] is allocated at 80 percent to Technical Assistance [REDACTED] and 20 percent to Administration [REDACTED]).

The Grants Coordinator will be hired at 30 hours a week for [REDACTED] per year. The Grants Coordinator will devote all these hours to grant activities. The [REDACTED] is allocated 20 percent allocated to Technical Assistance [REDACTED] and 80 percent to Administration [REDACTED]

Fringe: WVPCSB estimates [REDACTED] in fringe benefits in FY 24 (Table 3), with [REDACTED] allocated to Technical Assistance (Table 5) and [REDACTED] allocated to Administration (Table 6). Based on the compensation calculator for West Virginia state employees, WVPCSB estimates fringe benefits at [REDACTED] of salary for full time employees¹ and [REDACTED] of salary for part time employees.² These costs are split between Technical Assistance and Administration.

The Project Director's CSP-funded salary is [REDACTED] with 80 percent of this amount [REDACTED] allocated to Technical Assistance and 20 percent [REDACTED] allocated to Administration. Fringe benefits are therefore calculated by multiplying [REDACTED] for Technical Assistance and multiplying [REDACTED] for Administration.

The Grants Coordinator's CSP-funded salary is [REDACTED] with 20 percent of this amount [REDACTED] allocated to Technical Assistance and 80 percent [REDACTED] allocated to Administration. Fringe benefits are calculated by multiplying [REDACTED] for Technical Assistance and multiplying [REDACTED] for Administration.

¹ West Virginia Division of Personnel, Total Compensation Calculator. Retrieved from: <http://wvannualcompensationcalculator-wa.azurewebsites.net>

² West Virginia Division of Personnel, Total Compensation Calculator. Retrieved from: <http://wvannualcompensationcalculator-wa.azurewebsites.net>

Travel: WVPCSB estimates [REDACTED] in travel costs in each of the five years of the grant, all allocated to Administration. Costs for traveling will be incurred for trips to the Project Directors Meeting and site visit monitoring to subgrantees.

- Project Directors Meeting in Washington: The Project Director and Grants Coordinator will drive to these meetings annually. WVPCSB uses a cost basis of [REDACTED] per mile.³ The Project Director lives approximately [REDACTED] from Washington, which means he will drive [REDACTED] round trip. Once hired, the Grants Coordinator could live anywhere in West Virginia, so WVPCSB conservatively estimates [REDACTED] round trip for this employee. A combined [REDACTED] for both employees at [REDACTED] per mile is [REDACTED]. WVPCSB expects to pay [REDACTED] per night for hotel costs, based on Government Services Administration's guidance.⁴ With two staff spending two nights in Washington, WVPCSB estimates [REDACTED] for lodging. WVPCSB expects to pay [REDACTED] per day in per diems, based on Government Services Administration's guidance.⁵ With two staff claiming three days of per diems, WVPCSB estimates [REDACTED] in costs. Thus, the travel costs for the Project Director's Meeting will be [REDACTED].

³ Internal Revenue Service. Standard Mileage Rates. Retrieved from: <https://www.irs.gov/tax-professionals/standard-mileage-rates>

⁴ General Services Administration. Per Diem Rates for West Virginia. Retrieved from: <https://www.gsa.gov/travel/plan-book/per-diem-rates>

⁵ General Services Administration. Per Diem Rates for West Virginia. Retrieved from: <https://www.gsa.gov/travel/plan-book/per-diem-rates>

- Site visit monitoring: The Project Director will incur travel costs for site visits to subgrantees. Charter schools could be located within [REDACTED] or as far as [REDACTED] away from the home address of the Project Director. WVPCSB thereby estimates a one-way trip of [REDACTED]. There will be 1 or 2 visits annually, depending on whether WVPCSB administers 1 or 2 subgrants in that program year. WVPCSB therefore estimates 1.5 visits per year, multiplied by [REDACTED], multiplied by [REDACTED] per mile = [REDACTED]. Hotels are estimated at [REDACTED] per night, multiplied by 1.5 nights = [REDACTED]. Per diems are estimated at [REDACTED] multiplied by 1.5 days = [REDACTED]. Thus, travel costs for site visit monitoring will be [REDACTED].

Total travel costs are [REDACTED]

Supplies: WVPCSB estimates [REDACTED] per year in supply costs, all allocated to Technical Assistance. These costs are devoted to:

- Laptop computer for Grants Coordinator [REDACTED].
- Software licenses [REDACTED] to host webinars and other virtual Technical Assistance convenings.
- Printing/copying costs [REDACTED] for in-person Technical Assistance events and governing board trainings.

Contractual: WVPCSB estimates [REDACTED] per year in contractual costs, most of which is allocated to Technical Assistance [REDACTED], and a small amount allocated to Administration [REDACTED]

- Peer Reviewer Honorarium: WVPCSB expects [REDACTED] per year in honorariums for peer reviewers. There will be [REDACTED] for each subgrant application reviewed, 3 reviewers per application, and 3-5 applications anticipated per year. Thus, [REDACTED] These costs are allocated to Administration.
- Consultant with Expertise in Governing Board Training: Contract with a nationally recognized charter school governance organization to provide expertise in designing and delivering charter school governing board training and technical assistance. WVPCSB projects [REDACTED] in consultant fees based on the costs for other states.
- Consultant with Expertise in Authorizing: Contract with a nationally recognized organization to provide recommendations about WVPCSB’s policies, bylaws, and subgrant monitoring. WVPCSB projects [REDACTED] in consultant fees based on the costs for other states.
- Consultant with deep ties to the parental and educational community in West Virginia: Contract with non-profit organization that will recruit charter school applicants from West Virginia parents, school leaders, and community leaders. This organization will design and implement community engagement strategies. WVPCSB projects [REDACTED] in consultant fees based on the costs for other states.

Total contractual costs are [REDACTED]

FY 25-28 Budgets

Table 3 shows how budget categories will change over time:

Personnel: WVPCSB projects an annual [REDACTED] cost of living increase in salary for both staff members.

Fringe: The projected cost of living increase is also reflected in Fringe Benefits.

Travel: Costs for travel are projected to be flat over the five years.

Supplies: Costs for supplies are projected to be flat over the five years.

Contractual: Although the consultants will be providing different types of services over the five years, WVPCSB projects that costs remain constant.

Subgrants: Projected subgrant awards vary based on whether one or two competitions are being administered. There will be 2 subgrants awarded in program years 1, 3, and 5, and there will be 1 subgrant awarded in program years 2 and 4.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 07/31/2023

Applicant Information

Legal Name:

West Virginia Professional Charter School Board

1. Project Objective:

Double the number of WVPCSB-authorized charter schools (from 7 to 14) & the triple number of students enrolled in WVPCSB-authorized charter schools (from 1,248 to 3,744) by 2028.

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
WVPCSB authorizes at least 14 schools by Fall 2028.	PROJECT	14	/	

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
At least 3,744 students are certified by the state as enrolled in West Virginia charter schools on Oct 1, 2028.	PROJECT	3,744	/	

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Annually award 1 subgrant to most qualified new charter school applicant.	PROJECT	1	/	

2. Project Objective:

Increase student achievement in all West Virginia public schools.

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Charter schools annually produce a 5-percentage point increase in the percentage of students who achieve proficiency in Math, ELA, and Science on the West Virginia General Summative Assessments.	PROJECT		5 / 100	5.00

PR/Award # S282A230010

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
A West Virginia Charter Schools Association is created by 2024.	PROJECT		/		

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Annually publish at least 3 charter school innovations on WVPCSB website—with an emphasis on those innovations that can help at-risk students.	PROJECT	3	/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

West Virginia Professional Charter School Board

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***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: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) 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)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S282A20010

Name of Institution/Organization West Virginia Professional Charter School Board	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.	
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**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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization West Virginia Professional Charter School Board	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.	
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524