PHASE I
PROSPECTUS APPLICATION

Office of Educational Opportunity
Van Hise Hall, 1220 Linden Drive
Madison, WI 53706
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Phase I: Prospectus Application

The prospectus can be no more than twenty (20) pages in length (including the cover sheet and required attachments). Please convert all documents to one PDF file and submit the entire file and any related attachments via email to cynthia.gonzalez@wisconsin.edu. Any applications submitted after 5:00 p.m. CST on the last day of the application cycle will be rejected. Applicants must use the template below. Reference the application guide for full submission requirements.

The prospectus is intended to be a competent summary of a plan well underway, not an initial exploration of ideas.

Name of proposed school:	PATHWAY CAREER AND COLLEGE ACADEMY
Name of non-stock corporation (board):	PATHWAYS CAREER AND COLLEGE ACADEMY, INC.
Primary contact person:	Paul G. Vallas
Email:	
Phone:	
Mailing address:	

Grade levels to be served by the proposed school:	9-12
Proposed geographic location of the school:	Madison, WI
Projected number of students to be served at capacity:	600
Does the school expect to contract with a charter management organization or educational management organization for school management or operation? ☐ **Yes** x **No**	If yes, identify the charter management organization:

Authorization Status	
As a courtesy, please indicate whether you have or will submit a similar application to another authorizer. If so, provide the name of the authorizer, the date (or intended date), of submission, and the status of the application.	
Authorizer	Madison Metropolitan School District
Date (to be) Submitted	August 1, 2024
Status	TBD

Organization leadership team and board members, including organization affiliation and titles/positions of board members.		
Full Name	Current Job Title and Employer	Position with Proposed School
John McKenzie	McKenzie Apartment Company, Owner	Board President
Jo Ellen McKenzie	McKenzie Apartment Company, Owner	Board Vice President
Paul Vallas	The Vallas Group	Board Director
Michael Johnson	President & CEO of Boys & Girls Clubs of Dane County	Board Director
Corinda Rainey-Moore	Community Engagement Manager, UnityPoint Health Meriter	Board Director

Section I: VISION & MISSION

Provide an overview of the proposed school, including:

1. A brief explanation of why you are seeking to open a public charter school and identify conditions the proposed charter school seeks to address.

The concept for Pathway Career and College Academy (PCCA) was birthed from a partnership of Boys & Girls Clubs of Dane County with the McKenzie Regional Workforce Center. The Center, located at the B&G Club in Fitchburg, works to inspire and empower all young people—especially those in need—to reach their full potential as productive, responsible, and caring adults. At the heart of this center is the Skilled Trades Training Program—a program designed to educate and support interested youth to pursue careers as plumbers, carpenters, HVAC technicians, electricians, and more.

Given the success of programming at the McKenzie Regional Workforce Center, the idea was formed to expand its impact beyond sometimes limited confines of after school programming by launching a Career and College High School.

There are 2 conditions in Madison that the school seeks to address.

- According to the 2022-23 State Report Card, only 1.1% of MMSD students currently participate in work study opportunities compared to 8.5% statewide. All PCCA students will participate in work study opportunities and PCCA will then partner with MMSD to provide work study opportunities in their existing high schools.
- 36.3% of all MMSD students are Advanced or Proficient in Math compared to only 6.3% of Black students and 14.1% of Latino students in MMSD. PCCA's STEM based curriculum, freshman year skills bootcamp and available tutoring programs will move Black and Latino students on par with all students in MMSD.

2. State the mission, vision, and goals of the proposed school. The mission and vision statements provide the foundation for the entire prospectus. Together, the mission and vision statements should: a) Identify the students and community to be served and b) Illustrate what success will look like when the school is at capacity and fully operational.
    - The vision is a statement of the long-term, aspirational goals of the proposed school, that articulates the long-term change due to the proposed public charter school's success.
    - The mission statement outlines how the school will operate to achieve its long-term goals.
    - Goals must be stated as SMART goals.

The vision and mission of Pathway Career and College Academy (PCCA) is:

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

Pathway Career and College Academy (PCCA) will be a science, technology, engineering, and mathematics (STEM)-focused, early college public charter high school. PCCA has an innovative school model that directly addresses the misalignment between K-12 and postsecondary options that has left far too many young people unprepared for life after high school. This model will allow student learning to extend far beyond the walls of the traditional classroom. Student learning will focus heavily on authentic, real-world learning opportunities. PCCA is driven by the belief that students should not have to choose between college or a career. High school should be a time where students explore their interests and passions while also acquiring skills that can prepare them for the world ahead. Our vision at PCCA is to prepare tomorrow's workforce today by empowering young people to be critical thinkers who are truly college and career ready by engaging in a one-of-a-kind STEM and career technical education.

The vision of PCCA is further illuminated on the [McKenzie Foundation website](#).

SMART Goals for PCCA are:
  A. PCCA will be at least 98% enrolled through its first 5 years of growth and expansion. The targeted enrollment goals are:
      a. 2026-27: 150 students (9th grade); 98% = 147
      b. 2027-28: 300 students (9th & 10th grade); 98% = 294
      c. 2028-29: 450 students (9th – 11th grade); 98% = 441
      d. 2029-30: 600 students (9th – 12th grade); 98% = 588
      e. 2030-31: 600 students (9th – 12th grade); 98% = 588
  B. PCCA will be at or lower than the K-12 MMSD average for Chronic Absenteeism (CA).
      a. In 2022-23, the K-12 MMSD average for CA was 35.4 (DPI WISEDash).
      b. In 2022-23, the 9-12 MMSD average for CA was 44.8 (DPI WISEDash).
      c. In 2022-23, the 9-12 MMSD average CA for Black students was 62.0 (DPI WISEDash).
      d. In 2022-23, the 9-12 MMSD average CA for Latino students was 52.6 (DPI WISEDash).
  C. PCCA will exceed the MMSD four-year cohort graduation rate.

a. In 2022-23, the MMSD 4-year graduation rate was 88% (up 2% from 2021-22) according to the MMSD Annual Report.
b. In 2021-22 (State data lags 1 year behind), the MMSD 4-year graduation rate for Black students was 75% according to the MMSD State Report Card.
c. In 2021-22, the MMSD 4-year graduation rate for Latino students was 82% according to the MMSD State Report Card.

3. Clearly state how the proposed school aligns with the OEO's mission and core values.

PCCA aligns with OEO's mission and core values of "expand(ing) access to high quality innovative 4K-12 educational options for students, families, and communities across Wisconsin by authorizing and overseeing public charter schools that meet local needs, interests, and demands" by creating a rigorous and practical HS program in Madison that will work to recruit low-income students of color who typically do not thrive in high school. According to NCES, WI reported the highest black-white graduation gap in the nation. Community engagement efforts showed that there is a huge interest in a college and career HS in Madison and trade partners in Madison are have responded enthusiastically to **McKenzie Regional Workforce Center and the concept of PCCA** in order to fill their need for skilled workers.

4. For charter management organizations: please provide a statement outlining the purpose and a brief history of the organization in relation to public education and its experience operating and/or managing charter school(s). If the organization has experience operating charter schools, specify the number, and, if any were not renewed, or closed for *any* reason.

Not applicable

Section II: NEED, DEMAND AND EVIDENCE OF COMMUNITY INVOLVEMENT

1. Describe how the school's founders have assessed family/community demand and need for the school. Need refers to the reason(s) existing schools are insufficient or inadequate. Demand refers to the desire of prospective families to attend the proposed school.

The need for a school like PCCA is evident for 2 compelling reasons:
- According to the 2022-23 State Report Card, only 1.1% of MMSD students currently participate in work study opportunities compared to 8.5% statewide. All PCCA students will participate in work study opportunities and PCCA will then partner with MMSD to provide work study opportunities in their existing high schools.
- 36.3% of all MMSD students are Advanced or Proficient in Math compared to only 6.3% of Black students and 14.1% of Latino students in MMSD. PCCA's STEM based curriculum, freshman year skills bootcamp and available tutoring programs will move Black and Latino students on par with all students in MMSD.

The community demand for a school like PCCA is being directly vetted through a series of town hall meetings as explained in #3 below, but there are 2 analogous existing programs that the B&G Club currently runs that speak to community demand.

- Since 2009, the B&G Club has partnered with MMSD to provide the AVID (Achievement Via Individual Determination) program. It typically serves 950-1000 MMSD students per year. Demand for the program is high and year to year retention is over 90%. Analysis done by The Wisconsin Evaluation Collaborative (WEC), housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. Results from that study include:
  a. *AVID increases the cumulative and core GPAs of students in the elective course.*
  b. *AVID students take more Advanced Placement (AP) and Honors courses than their peers.*
  c. *AVID improves student attendance and reduces the rate of behavioral referrals for AVID students.*
  d. *AVID students are more likely to enroll in college (both 2-year and 4-year) than their peers; furthermore, AVID/TOPS students are more likely to persist in college on a path towards college graduation.*
- Since 2022, the B&G Club has partnered with the McKenzie Regional Workforce Center and Skilled Trades Program to reach over 1900 youth. 80% of these youth are Black or Latino and 75% are low-income. This program provides pathways out of poverty through skilled trades and helps diversify the trades in Madison.

Both of these programs speak to the demand for a high school in Madison that will help open doors for college and/or career.

2. Based on the identified needs and demands, describe how the new and unique characteristics of this school will attend to those needs and demands, distinguishing it relative to other public education options available to students in the area.

PCCA's "College & Career" model will be totally unique to Madison. Nationally, as of the 2020–21 school year, some 8.3 million high school students in the U.S. were participating in college and career school programs, up from 7.5 million the previous year, according to the U.S. Department of Education. This growing national approach is helping to boost high school graduation rates and prepare students for well-paying jobs.

PCCA will tighten the link between education and the workforce. The goal is not simply to place students in jobs with industry partners but to make the most of students' abilities and provide them with important skills. Many students may go on to a 4-year college and others may earn an associate's degree—but even those who don't are still better prepared for adulthood than the traditional student.

PCCA will be strong asset to the Madison community.

3. Identify how the founders have and/or plan to engage families and community members and organizations in the school's development during its charter application cycle and planning year.

The founders of Pathways Career and College Academy have put together a comprehensive plan for engaging families and community members in the development of the school. The community engagement plan has been developed to achieve the following three goals:

    a. Build school support for Pathways Career and College Academy by involving community members in the process
    b. Gather input from various stakeholders to ensure the school meets the needs of the community
    c. Ensure transparency by keeping the community informed and involved.

In order to achieve these objectives, a series of individual, small group and large forum engagements are will be conducted.

    a. One-on-one interviews with local, elected officials
    b. Focus groups with:
        o Community business leaders
        o Madison Metropolitan School District parents
        o Madison Metropolitan School District students
        o Madison Metropolitan School District officials/educators
    c. Open-forum town hall meetings

Both in-person and virtual formats will be available to offer convenient options for attendance.

Section III: DESCRIPTION OF THE SCHOOL AND PROGRAM

1. Identify the student age range(s) and grade levels that will be taught.

PCCA will serves high school aged students in grades 9-12.

2. Project the number of students, pupil teacher ratios and general staffing patterns during the first five years of operation.

PCCA will launch with an initial cohort of 150 9th graders in August 2026. PCCA plans to one grade and 150 students each year and grow to serve 600 students in grades 9-12 by 2029-30.

3. Identify any special issues or characteristics of the school (i.e., extended day/teacher model/organizational design/community partnerships), which demonstrate how the proposed innovation or incubation is different from what is already being offered in the community it plans to serve.

In addition to the innovational model described in the vision and mission of Pathway Career and College Academy, there are several other components of the PCCA model.

- PCCA will utilize a unique teacher recruitment model to attract a high quality, diverse teaching staff.
- PCCA will employ a tutoring model to assure that all students have the skills to be college and career ready.

- PCCA will incorporate a personal finance component into its curriculum to assure its graduates understand how to budget and invest wisely.
- PCCA will incorporate a personal skills component into its curriculum that places an emphasis on teaching soft skills such as manners, discipline, respect, and professional conduct. Students will learn the nuances of professional human interaction as they are taught skills such as how to give a proper handshake, how to "work a room," how to give a successful interview, and how to remain composed under pressure. The goal is to prepare our students so that they are able to present themselves exceptionally well for opportunities in any college or career setting.

Section IV: INTRODUCTION AND SUMMARY OF THE EDUCATIONAL PROGRAM

1. Provide an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the school's mission. Include aspects of the educational program that offer distinctive learning and teaching techniques with supporting research/evidence.
    a. Within the overview, describe how the school's model is designed to improve the educational outcomes for children who qualify for special education services, linguistically diverse students (English Learners) and those who have been historically underserved.

Pathways Career & College Academy aims to address the misalignment between K-12 and postsecondary options that has left far too many young people unprepared for life after high school. Student learning will be grounded in high-quality instructional materials that focus heavily on authentic, real-world learning opportunities, as well as work study opportunities in the community. As students will be entering at various levels, the school will provide a rigorous Year 1 bootcamp to address any unfinished instruction students experienced in grades K-8, as well as ongoing, high-dosage tutoring for any students who demonstrate a need for more targeted support beyond Year 1.

The school will use a hands-on, real-world approach to learning that couples high-quality instructional materials with STEM projects. The world is becoming more technologically advanced every day, making proficiency in science, technology, engineering, and math (STEM) increasingly essential for careers, college, and life. The Bureau of Labor Statistics predicts that the number of STEM jobs will increase by 10.8% from 2022 to 2032, while non-STEM jobs will increase by only 2.3% over that same time period (Employment in STEM Occupations). Businesses report that technological literacy is the third fastest growing core employee skill in terms of importance (World Economic Forum). In order to prepare students to be successful in this world, we believe it is necessary to develop both their STEM knowledge and their practical STEM skills. To achieve this goal, we plan to use High-Quality Instructional Materials (HQIM) in math and science that integrate traditional STEM knowledge-building with hands-on projects in a way that promotes problem-solving, communication, and decision-making (A Review of Research on PBL). Efforts will be made to connect the core curriculum with Work Study programs so that students get the benefits of practical experience as well as the academic gains associated with using high quality curricula (Choosing Blindly). Projects will be developed in collaboration with partners in the Madison community, giving students the opportunity to build

real-world skills while also building relationships with local organizations and businesses. The Urban Re-Farm project at High Tech High in San Diego is a perfect example of what this type of learning looks like in reality. In that project, students "collaborated with peers and an authentic customer to design, prototype, build and install an urban agricultural system specific to living space considerations and practical food and/or water needs." Projects such as these require students to apply knowledge and skills from the classroom while inspiring them to engage in new learning.

The school's core math curriculum will be Imagine Learning Illustrative Math (IM). IM is a *problem*-based curriculum, which requires students to "take an active role, both individually and in groups, to see what they can figure out before having things explained to them or being told what to do." (What is a Problem-Based Curriculum). In addition to building core mathematical knowledge and skills, IM lessons reinforce key skills such as perseverance, communication, collaboration, and reasoning that students will need for the STEM projects they are working on inside and outside of the classroom. IM also embodies the 5 instructional shifts for math outlined in Wisconsin's 2021 standards revisions. For example, it balances conceptual understanding of math with procedural fluency and application, ensuring that students understand mathematical ideas and can use them to calculate accurately and solve problems. It emphasizes depth over breadth, focusing students' attention on the most crucial math content. Using IM throughout high school also provides students with a coherent program of learning which will help them to make connections within and across grade levels. IM comes with a comprehensive suite of physical and digital resources through Imagine Learning - resources that are especially valuable to students with gaps in knowledge or skills. These resources will play a pivotal role during the bootcamp year.

To fulfill the school's STEM vision, standard science classes will be taught using OpenSciEd, an open-source 6-12 curriculum developed collaboratively by researchers and educators. OpenSciEd is one of only two middle school science curricula to be fully green-rated by EdReports, and is currently the only comprehensive high school science curriculum under review for alignment to standards and useability. OpenSciEd uses a phenomenon-based, student-centered approach that puts students in the roles of scientists and engineers. This instructional pedagogy not only equips students with the scientific knowledge necessary for success in college and career, it also builds the investigative and problem-solving skills they need for the project-based learning component of the STEM program. By focusing on real-world scenarios such as why the Texas electrical grid failed during winter storms in 2021, and pressing issues such as rising sea levels due to climate change, OpenSciEd makes science and engineering relevant for students. Units such as these frequently involve designing and analyzing ways to overcome real-world challenges, helping students to develop a solutions-oriented mindset crucial for academic and professional success. In addition, OpenSciEd's developers are fully committed to equitable science instruction for all students, a lens which is evident throughout their materials, and which will greatly benefit students who come to science with learning gaps or who come from racial and ethnic groups that are underrepresented in science and engineering fields.

Our instructional vision for literacy and humanities stems from a deep belief that literacy is the golden ticket to success with all other endeavors. Both in the job world and in school, literacy success centers on texts, in particular access to increasingly complex and domain-specific texts. Following the research of the ACT on the preeminence of text complexity ("Reading Between the Lines") and various researchers on the importance of high-quality instruction materials ("Materials Matter"), we know that to equip students to comprehend and deeply analyze increasingly complex texts, our daily instruction in English and Social Studies must center on texts that build students' word and world knowledge and provide ample opportunities to build skill and confidence with strategic reading. We also know we will need to attend to students' unfinished learning in foundational literacy skills in order for them to equitably access core curriculum and complex texts. Current research speaks to the power of unlocking core, grade-level success by centering "remediation" on core materials, often talked about using the language of "acceleration" and "cohesion" ("Unlocking Acceleration"). On a daily level, this looks like supporting students with fluency routines and word study leveraging core texts and flexible routines like those described in the Institute of Education Sciences and What Works Clearinghouse practice guide for literacy intervention (*Providing Reading Intervention in Grades 4-9*) while providing a more intensive dose of phonics and word study for students diagnosed as needing deep intervention. In order to match students with the right supports, we will use the Capti and ROAR assessments.

In the core English classroom, we will use the Odell High School Literacy Program as our curriculum. Odell fully aligns to our vision of daily text-centered instruction. The program's vision, in fact, echoes our own: "Odell Education is dedicated to fostering creativity and critical thinking. Our approaches *equip students* with the literacy essential *for success in college, career and civic life*." Throughout the four years of the vertical progression, students build skill in accessing materials with increasing independence. In the curriculum, the assessment approach is highly cohesive so that students build toward culminating writing through the section diagnostics, allowing for teachers to foster students' success through the arc of the unit with formative feedback and opportunities for revision. The literacy toolbox and the extension tools in Odell give a wide array of scaffolds and pushes to meet students' needs whatever their entrypoint. Meanwhile, teacher agency and student choice, two essential criteria for the unique context of high school, are bedrocks of the Odell program. The tools in the program are designed to be used flexibly based on students' needs and interests. For instance, collaborative inquiry projects are threaded through each year; students work in teams to research topics of interest. Beyond the tools in Odell itself the complex, authentic, and engaging texts lend themself to fluency practice and word study, two key components of the our acceleration approach to "bootcamp."

In Social Studies, we will continue to have students build content knowledge through texts and rigorous tasks. The DBQ Project will be a staple resource as we work to build students' knowledge through layered primary and secondary resources and help them make sense of key aspects of history by evaluating those texts to answer a task. For an illustration of the design of these resources, see a sample here. Like the sample, all DBQs are focused on a particular time and place in history, focused through a question, and aligned with a set of complex

texts. Students engage with the question and texts in order to craft their own answers, supported by evidence from multiple texts. As a result, the DBQ Project Resources will support the skills and knowledge building students need to be successful readers, writers, and thinkers beyond the English classroom.

Social Studies courses will be fully aligned to the six strands outlined in the Wisconsin Academic Standards (Inquiry, Behavioral Sciences, Economics, Geography, History and Political Sciences) and equip students with the knowledge and skills necessary to not only pass the required civics exam for all Wisconsin High School graduates, but develop civic responsibility, as well. Students will build discipline-specific knowledge and skills through authentic texts, multiple sources, rigorous tasks and an inquiry-based approach. The DBQ Project will be a staple resource as we work to build students' knowledge through

In the Year 1 bootcamp, students will engage in "Advanced Reading," prereading texts for core instruction. As they preread, they will gain fluency through purposeful rereadings in a variety of modalities; build word knowledge, including phonics, morphology, and word meanings; and monitor their comprehension through genre-based gisting. The methods outlined for bootcamp follow the research outlined in the IES intervention guide in order to support secondary students who still need instruction in foundational literacy. Students with significant learning gaps in math will receive targeted instruction to addressing unfinished learning. This customized support will draw upon materials from Illustrative Math including curriculum adaptation packs which are specifically designed to fill gaps in math knowledge or skills. Because prerequisite skills will be taught through math bootcamp, standard math classes will focus on grade-level instruction, putting students back on track for mastering high school content that is critical for college and career. This structure is especially valuable for special education and historically underserved students, who often find themselves falling further behind in classes that are less rigorous or that use below-grade-level instructional materials. IM also provides teacher supports such as the Math Language Routines for linguistically diverse students, as well as Spanish-language materials for Algebra I. Beyond bootcamp, students who continue to need support will receive ongoing, high-dosage tutoring.

Section V: GOVERNANCE STRUCTURE

While structures/models vary, all charter school boards aim to uphold the mission/vision, set clear expectations for outcomes of school improvement work, create conditions for success, build the collective will to succeed, learn together as a board team, provide fiduciary and academic oversight, evaluate the school leader and board itself, and approve policies and budgets in a governance capacity.

1. Describe the governance structure/model of the proposed school (i.e., Carver Policy Governance Model also known as Policy Governance Model, Consensus Governance) and how it will interact with the principal/head of school and any advisory bodies.

See response below.

2. Explain how the proposed governance structure will:
   a. Ensure the school will be an educational, financial, and operational success.
   b. Evaluate the success of the school, school leader and board itself.
   c. Assure active representation of key stakeholders to effectively govern school, including parents/family members representative of the community it plans to serve (i.e., expertise in legal, K-12 education, public relations, HR, accounting/finance, health, fundraising, strategic planning, facilities, business administration).

The PCCA Board believes that for a charter school board to be effective, strategic, inclusive, and goal-driven; it must have a robust, high-functioning committee structure. Each committee includes a small number of board members with relevant experience and one to 1-2 leadership staff members who lead the work in that area. Each committee's primary role is to monitor progress to goals/mission by looking more deeply at data than the full board has time or capacity to do.

Strategic discussions at the committee level are the most effective way to move the Board's work forward and for board members to both contribute their experience and insights as thought partners, and exercise consistent oversight of school progress to goals. Committee meetings should be grounded in strategic questions and issues that school leadership staff are grappling with, and committee meetings should be less about staff reporting and more about engaging, relevant, and thoughtful discussions that help staff do their jobs well.

The PCCA Board will have the following standing committees. The PCCA Board Handbook will contain full job descriptions for each committee. A brief overview of each is:

- **Governance:** The Governance Committee is the most important committee on the board. This committee manages board composition planning, oversees adding and onboarding board members, handles filling board leadership positions, safeguards board culture and contracts with an agency to evaluate Board performance and health every 4 years. The Governance Committee includes the board chair and at least two other board members, one of whom serves as the committee chair. The staff member on this committee is typically the school leader, sometimes together with another leadership team member who also often serves on this committee.
- **Finance:** The finance committee oversees the school's budget and asset management. This committee monitors current financial performance and guards long-term financial sustainability, ensures financial compliance and sound policies, and ensures that resources are aligned with mission and strategic goals. The finance committee includes the board treasurer, who serves as committee chair, and at least two additional board members. The school's Chief Financial Officer also serves on this committee.
- **Academic/School Performance**: The academic committee, often called the school performance committee, mission committee, or something similar, has responsibility for the core mission of the school: providing an excellent education and ensuring that all students succeed. Through appropriate board oversight, the school performance committee monitors student performance toward rigorous academic goals and leads the board in overseeing the school's impact. The school performance committee includes at least three board members, one of whom will serve as the committee

chair, as well as the school leadership team member overseeing academics, and typically the school leader as well. The committee meets at least once between each board meeting and provides committee minutes to the full board to communicate progress.

- **School Leader Support and Evaluation:** This committee leads the board's oversight of the executive leader. This committee should include two board members. Every year, this committee leads the board in conducting an annual evaluation of the school leader. This committee also ensures that the school leader sets new annual goals following the evaluation, the board approves them, and the board monitors progress towards them. Finally, this committee should be the first place the school leader can turn with any concerns, problems, questions, or worries.
- **PCCA School Based Advisory Council:** The Council will launch during the planning year and parents will be added after enrollment. The school governance council will be a balanced and inclusive body, leveraging the unique perspectives and expertise of the Board, parents, staff, and community members. This structure aims to foster a collaborative environment that enhances educational outcomes, promotes transparency, and ensures that the school meets the needs of all its stakeholders.

Section VI: FINANCIAL MANAGEMENT AND FIRST YEAR OPERATION PLAN

1. Address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).

Once fully enrolled, PCCA will be a self-sustaining school model. Start-up funding is being provided in part by the McKenzie Foundation and PCCA will also apply for a federal Charter School Implementation Grant through WI DPI.

Fundraising will also be undertaken to pay for facility costs, both to fund the initial school building and subsequently if major facility upgrades or upkeep are needed.

2. Describe how the proposed school will develop and maintain sufficient financial capacity that will facilitate the school's success. If the proposed school is to be managed by an existing organization, explain how that entity will maintain its capacity to successfully operate the proposed school.

PCCA has contracted with Charter Choices, LLC, to assist with developing initial 5-year budgets and to manage PCCA's finances through its inaugural years. Charter Choices is an independent educational consulting firm that offers back office, administrative and accounting support for schools. They have successfully worked with over 70 schools in the past 20 years.

3. Identify any existing or anticipated relationships that exist between the proposed school and any related business entities (charter management organizations, subcontractors, community organizations, business, educational institutions, etc.). State the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

PCCA has a Memo of Understanding (MOU) in place with the B&G Clubs of Dane County to provide day care services for any PCCA students who may be parents or who have responsibility for younger siblings during the school day. The B&G Clubs will also provide after school activities for PCCA in line with offerings currently in place at their clubs.

PCCA will also partner with MMSD to provide work study opportunities for district students.

PCCA will partner with 2- and 4-year college partners to provide dual enrollment opportunities for its students.

Last, PCCA will partner with several businesses and trade organizations, many already engaged at the McKenzie Regional Workforce Center, to provide skills classes and paid internships to PCCA students.

4. If applicable, identify the person(s) preparing the full application and describe how any costs associated with developing the full, new school application (if any) will be financed.

The team preparing for the launch of PCCA is listed below. Start-up funds have been provided by The McKenzie Foundation.

Paul G. Vallas	The Vallas Group	Lead Consultant
Michael Whisman, CPA	Founder and CEO Charter Choices, LLC.	Financial Projections
Steve Flavel	Founder & COO Executive Education Academy Charter School	School Operations Consultant
Michael Johnson, MBA	President and CEO Boys and Girls Clubs of Dane County	Workforce Development Partner
Alan F. Wohlstetter. Esq.	Founder and President School Improvement Partnership	Planning and Execution
Ethan Mitnick	President and Founder, SchoolKit Group	Curriculum Consultant
Jose Lopez	The Vallas Group	Lead Consultant Support
Robert Rauh	Consultant	Project Coordinator

Section VII: POTENTIAL LOCATION OF SCHOOL

1. Describe the proposed geographic location of the school and rationale for selecting that location. Be explicit as to how the selected location aligns to the educational need, anticipated student population, and non-academic challenges the school is likely to encounter.

The location of the school is still under consideration. PCCA is currently assessing options for a facility and its location based on feedback from community members at town halls and on available potential sites as identified by partners at Findorff and OPN Architects.

PCCA is determined to find a location that easily accessible for its scholars via bus line, carpool or walking and is also as readily accessible as possible to the community partners it will team with.

2. Describe the steps that have been taken to identify potential school facilities.

PCCA is currently assessing options for a facility and its location based on feedback from community members at town halls and on available potential sites as identified by partners at Findorff and OPN Architects.