

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

APPLICATION FOR GRANTS
UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A180010

Grants.gov Tracking#: GRANT12615760

OMB No. , Expiration Date:

Closing Date: Apr 20, 2018

PR/Award # U282A180010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/19/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Michigan Department of Education

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

* c. Organizational DUNS:

d. Address:

* Street1:

P.O. Box 30008

Street2:

* City:

Lansing

County/Parish:

* State:

MI: Michigan

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

48909-7606

e. Organizational Unit:

Department Name:

Education

Division Name:

Ed. Improvement & Innovation

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

Prefix:

Ms.

* First Name:

Tammy

Middle Name:

* Last Name:

Hatfield

Suffix:

Title: Supervisor

Organizational Affiliation:

Office of Education Improvement and Innovation

* Telephone Number:

Fax Number:

* Email:

PR/Award # U282A180010

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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:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-030918-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84282A2018-1

Title:

Charter Schools Program Grants to State Entities

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Michigan Charter School Grant Program

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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="47,222,222.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="47,222,222.00"/>

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Michigan Department of Education

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	15,750.00	16,950.00	17,550.00	19,437.00	18,835.00	88,522.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	1,030,000.00	790,000.00	690,000.00	520,000.00	275,556.00	3,305,556.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,900,000.00	9,050,000.00	13,150,000.00	10,500,000.00	6,900,000.00	42,500,000.00
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: 10/01/2017 To: 09/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 10.80 %.

(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 %.

PR/Award # U282A180010

Name of Institution/Organization	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.	
Michigan Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Carol Skillings	State Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Michigan Department of Education	04/19/2018

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input checked="" type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Michigan Department of Education * Street 1: P.O. Box 30008 Street 2: * City: Lansing State: MI: Michigan Zip: 48909 Congressional District, if known: MI-008		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ 	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: P.O. Box 30008 Street 2: * City: Lansing State: MI: Michigan Zip: 48909		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: P.O. Box 30008 Street 2: * City: Lansing State: MI: Michigan Zip: 48909		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Carol Skillings * Name: Prefix: Mr. * First Name: Brian Middle Name: J. * Last Name: Whiston Suffix: Title: State Superintendent Telephone No.: Date: 04/19/2018		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

1242-4 Statement for Section 427 of GEPA.p

Add Attachment

Delete Attachment

View Attachment

Statement for Section 427 of GEPA

The primary purpose of the Michigan Department of Education's (MDE), Charter School Grant Program is to encourage potential developers of charter schools to engage in a well-organized preparation process to improve the quality of charter schools and open new, replicate or expand high-quality charter schools where students do not currently have access.

The nature of the allowable grant activities enhances the charter school development process to many first-time applicants and successful developers of all genders, races, ages and ability levels. Without this early planning funding, many of the applicants would not successfully advance the expectation of high-quality charter schools in Michigan. The activities outlined in the grant application will invite many applicants and increase the diversity of applicants.

Charter schools in Michigan are located primarily in urban, minority, economically distressed areas, and grant information sessions are planned in those areas to increase access to interested developers in those areas.

The grant announcement will be available in alternative formats upon request, distributed to disability activist organizations and special education networks. Interested applicants with disabilities may contact the MDE to request accommodations regarding submission of grant applicants.

Michigan's charter school statute requires all charter schools to establish and implement open enrollment policies, in which any student regardless of gender, race, national origin, disability or color may enroll. The statute also allocates available enrollment spaces by lottery if more students wish to attend than can be accommodated. By statute, enrollment opportunities must include evening and weekend hours to allow access to all families who wish to apply.

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

Michigan Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Brian Middle Name: J.
* Last Name: Whiston Suffix:
* Title: State Superintendent

* SIGNATURE: Carol Skillings

* DATE: 04/19/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424


OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms .	Tammy		Hatfield	

Address:

Street1:	P.O. Box 30008
Street2:	
City:	Lansing
County:	
State:	MI: Michigan
Zip Code:	48909-7508
Country:	USA: UNITED STATES

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

Email Address:



2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. 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) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, 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

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this 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 dependent, independent, and control variables, and 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.]

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* Attachment: 1241-2 Final Grant Abstract 04.11.2018.pdf

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Abstract

Michigan was involved in the initial charter school movement and experienced rapid growth. As of 2018, the state of Michigan has 44 authorizers, 297 charter school districts, 365 schools, and serving over 110,000 students. With the statute that allows for flexibility, autonomy and increased funding, Michigan can leverage the benefits of charter schools. As a previous grant recipient, the Michigan Department of Education's (MDE) understands the importance of the grant and its capacity to create, replicate or expand high-quality charter schools. The grant also provides the capacity for Michigan to revamp its system of support to serve students better. In examining the statewide system of charter schools, the following goals were developed to drive the objectives. The all-around goals are for (1) ***Technical Assistance*** that is targeted to establish and support quality developers and establish schools that are in and around areas that provide access to underserved populations, (2) ***Strategic Placement of Schools*** in underserved educational areas and grade levels (i.e., high school) and the closure of poor performers for replacement opportunities; (3) ***Access to Quality Data*** that supports decision making and improvement of systems for the MDE, charter schools, and smaller authorizers; and (4) better ***Coordination of Federal Funding*** and the leveraging of those funds for charter schools. The program objectives are designed to drive further research and evaluation findings that support meeting goals and outcomes. The objectives of the project include:

- **Objective 1:** Increase the number of high-quality charter schools serving at-risk populations and areas of need including but not limited to content, grade level, and curriculum;
- **Objective 2:** Provide quality technical assistance for new, expanded, and replicated programs serving educationally disadvantaged students;
- **Objective 3:** Upgrade and utilize PSAEP for their respective school data collection, information sharing, training, communication and support among charter schools;
- **Objective 4:** Improve the quality of low performing charter schools through training and technical assistance; and
- **Objective 5:** Use current PSAEP to build profiles of authorizer strengths and weaknesses in various grade levels in charter schools.

The MDE has created partnerships with various state authorizers, associations, and organizations to make the project a success for all special populations. The collaboration includes (not limited to) technical assistance, disseminating best practices, compliance, reporting, a complete system of data collection and evaluation, CSP promotion and outreach, curriculum frameworks, and onboarding of charter developers to meet the purpose of the CSP grant. The *Application Requirements* are embedded throughout the application, and the *Competitive Priorities* are all aligned with the objectives to ensure a cohesive and systematic approach to improving charter schools in Michigan.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1240-1 Final DRAFT CSP Grant Narrative 4.10.pdf

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Application Requirements

A through G are embedded within the Competitive Priorities and Selection Criteria sections.

Competitive Preference Priority 1- At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process

According to state statute, Michigan's state public universities, community colleges, and LEAs may authorize PSAs (charter schools) [MCL 380.502.2]. The state of Michigan supports the innovation of charter schools given the multiple methods for obtaining a charter. Currently, there are 44 active authorizers. Each authorizing agency has a defined geographic area for the location of new charters. Development teams have the availability to approach the authorizer that will best align with the vision set forth for the new charter school. No formal Michigan Department of Education (MDE) filing or approval is required for an organization to become an authorizer. However, pursuant to RSC §380.502(3), the organization must notify MDE of its actions and provide copies of the charter application and contract to the Superintendent of Public Instruction within ten (10) days of approval for review.

Competitive Preference Priority 2—Equitable Financing

(meets Application Requirement, A(1)(2)(3)(a)(b)(c))

State aid funding. On March 15, 1994, Michigan legislation introduced Proposal A to ensure equitable funding for all schools. Before Proposal A, Michigan relied on a power equalization that allowed locally controlled districts to set a guaranteed tax base per pupil and allowed districts to choose local tax rates. The inequities in the schools grew based on the model. Proposal A is a modified foundation system of taxation that raised revenues for schools by changing the types of taxes used, changed the incidence of taxation, and altered the local share of taxes. All schools receive a proportionate share of *federal and state formula grant funds* directly from the granting agency through the regular allocation formula for each program through the State School Aid Act or MCL 388.1606(6)(1). Charter schools are guaranteed to receive the minimum foundation allowance equal to or greater than traditional schools. Michigan is making

an effort to ensure funding to charter schools further. As of October 2017, charter schools also received access to a portion of the revenue generated by enhancement millages and countywide millages levied by intermediate school districts (ISD) that provide additional money for the local districts within those ISDs [MCL 380.1211] (**Application Requirement, A(1)(3)(a)(b)(c)**).

Student count. Michigan charter schools have the same funding allowance and are on the same timeline as traditional schools. Student count day is completed in the Fall and Spring and determines funding. The basis for the calculation of funds schools receive is a blend of both Fall and Spring student count data. The blend is the prior school year's Spring count and the current school year's Fall count. Spring counts occur on the 2nd Wednesday in February and represent 10% of state funding. Fall counts occur on the 1st Wednesday in October and represent 90% of state funding (Michigan Department of Education, 2017). There are 11 total payments to charter and traditional schools. In the State School Aid Act or MCL 388.1617b(1), funds distribute no later than October 20, November 20, December 20, January 20, February 20, March 20, April 20, May 20, June 20, July 20, and August 20 (**Application Requirement, A(3)**). During the first two years of operation, Michigan does allow charter schools to use an estimated count to determine the student full-time equivalent to stabilizing state aid.

Other funding. There is also access to the state's short-term borrowing program for both charter and traditional schools or what are State Aid Note Programs (SANP). SANP is a streamlined loan program to finance short-term operational cash flow needs for public schools for facilities or other needs. The Michigan Finance Authority facilitates the process by pooling the loans, soliciting bids, and obtaining the highest possible short-term rating, resulting in competitive interest rates and typically lower costs for the schools (<http://www.michigan.gov/treasury>). Like traditional schools, charter schools also have access to

the Local Government Loan Program (LGLP). The LGLP provides competitive interest rates for three to 30-year loans to public entities. Typically, tax-exempt bonds or installment purchase contracts issue, although taxable and private activity bonds have issued (**Application Requirement, A(3)(a)(b)**).

Grants. The formula grant funds under Titles I, II, III, IV, V and VI of the now Every Student Succeeds Act are administered by the MDE's, Office of Field Services (OFS). The OFS also administers state formula grant funds for at-risk pupils and pupils receiving bilingual education. More specifically, at-risk includes but is not limited to *students with disabilities*, *homeless*, and *English language learners*. Each year, OFS staff responsibilities include:

- determining the allocation amounts for each charter and traditional;
- sending each charter and traditional a consolidated allocation notice listing the allocation for each grant;
- posting the allocation lists on the MDE's website; and
- loading the allocation amounts into each charter and traditional school's Consolidated Application form provided in the Michigan Electronic Grant System (MEGS+), which is a web-based program used to complete and submit grant applications.

The PSAU collaborated with OFS to create guidance for supporting charter schools in the release of funds. Specifically, authorizers and charters schools may provide a 120-day notice of the date they are scheduled to open to help facilitate funds release during the first year of operation. New schools are allocated some previously mentioned grant funds based on initial projections provided in that 120-day notification. The MDE conducts a special data-collection submission on count day for first-year charters and any charters adding grades. The charter submitted number is used until the final, audited counts permit adjustments to ensure access to

funds is not delayed for significantly expanding and first-year charter schools, (**Application Requirement, A(3)(a)(b)(c)**).

Competitive Preference Priority 3—Charter School Facilities

(meets Application Requirement, A(1)(7)(a); A(3)(a)(b)(c); A(8ab); A (9); A(10-11); B(3) (13); Assurance E(1)

The Public School Academies Unit (PSAU) within the MDE was established to provide technical assistance to new and existing charter schools in Michigan. The unit directs developers to resources available to assist with **facilities acquisition in addition to resources charter schools may receive from authorizers**. Informational presentations by the PSAU staff include specific guidance on the use of locating, evaluating and comparing facilities or opportunities through the Michigan Finance Authority that could support the schools. The unit also partners with external groups such as the Michigan Council of Charter Authorizers (MCCSA), the Michigan Association of Charter School Boards (MACSB) and the National Charter School Institute (NCSI) using a *request for proposals*.

Michigan Revised School Code (Public Act 22) includes provisions regarding equitable access to *capital funding and facilities*. Also, charter schools authorized by school districts can access those *bond levy funds for facilities* as determined by their charter. Charter schools are also eligible to access tax-exempt financing and assistance through the Michigan Public Educational Facilities Authority's bonding and loan programs. Specifically, charter and traditional schools are exempt from school property tax [MCL 380.503(9)], thus allowing for low or no cost leasing privileges. Again, as of October 2017, charter schools also received access to revenue generated by enhancement millages, countywide millages levied by intermediate school districts (ISD) that provide additional money for the local districts within those ISDs [MCL 380.1211].

Senate Bill 249 or what is the *Educational Instruction Access Act* passed in July of 2017 and limited the powers of local governmental bodies regarding the selling, transferring, leasing, or renting of property, and providing remedies and penalties. Specifically, **vacant buildings paid for and supported by tax dollars cannot be withheld from use by other educational (charter) entities**. With the passage of this bill in its current form, underutilized buildings are available to charter schools to develop high-quality schools.

Competitive Preference Priority 4—Best Practices to Improve Struggling Schools and LEAs

(meets Application Requirement, A(1)(7a)(8ab)(9)(10) (11)(12ab), B(1-3)(10)(13), D; Assurance D, E(1))

Partnership model¹. As of 2017, the MDE has established a partnership model to improve student achievement and assist struggling schools. The purpose is to improve student academic achievement by identifying schools (charter and LEAs) in need of additional support. The school is assigned a liaison who develops a partnership agreement in collaboration with the school and community partners to remove all barriers for success. The partnership model uses all the resources of the department and aligns with resources in the school area, which includes best practices. More specifically, it puts a broad spectrum of technical expertise and resources in the hands of the struggling school district and allows local districts to use community and state-level support systems to drive improvement and self-accountability. All schools identified as low performing receive support for improvement. It also provides the districts with a fair amount of

¹ Partnership Model - Puts a broad spectrum of technical expertise and resources in the hands of the struggling school district and allows local districts to use community and state-level support systems to drive improvement and self-accountability; Provides the districts with a fair amount of time to implement its plan and realize positive outcomes; and the ultimate benefit would be to regenerate a struggling school to be one that helps students and teachers achieve at higher levels.

time to implement its plan and realize positive outcomes. The ultimate benefit is to regenerate a struggling school (low performing) to be one that helps students and teachers improve. The partnership agreement is exclusive to low performing schools. However, schools not on the partnership list aren't excluded from access to the resources. (**Application Requirement, A(1)(7a)**). There are many statewide initiatives designed to support schools in general (see, *Serving At-Risk Students* section for the list).

With multiple partners at the table for the partnership model that include local board members, the intermediate school district, LEAs, charter management organizations, tribal education councils, business, community members, parents, higher education organizations, and foundations, a plan of support is identified and best practice interventions that will improve student outcomes. The district has 90 days to conduct a comprehensive needs assessment, craft a plan, and have the local school board and superintendent, charter authorizers, and the MDE sign off on this plan. Timelines are 90 days to complete an agreed to and signed plan, and 18 months to show progress on intermediate measures identified. The purpose is to place best practices in the grasp of struggling charter and traditional schools (**Application Requirement, A(7b)B(3)**). The MDE has currently identified districts on the Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support. There are over 20% of current charter schools that are identified on one of the lists. The identified schools will be receiving multiple supports from the MDE. With the current grant application and the use of the newly created data platform (see, *Public School Academies Unit* section), the PSAU can do early warning and identification that looks at student and school growth and provide support to charter schools, specific grade levels and the overall districts before they are identified on an MDE list.

Public Schools Academies Unit (PSAU). A continuous improvement component of the unit is for collecting best practices for charter school system-wide implementation. Key efforts in collecting best practices and information sharing are the technical assistance (TA) visits to the schools, resources that support programs, the assurances and verification process for authorizers, and the statewide conferences. Each of these components is ongoing with exception to conferences, which are annual.

Conferences. Each year in Fall and Spring, the MDE sponsors School Improvement Conferences that are attended by hundreds of charter school districts and LEAs across the state. Conference topics include but are not limited to poverty, cultural proficiency, and differentiated instruction. Charter schools join traditional LEA colleagues in describing and demonstrating practices that have contributed to success in student learning to erase barriers. Charter schools serve approximately ten percent of Michigan's students (CEPI, 2017). For 2017 – 2022 conferences, the MDE added a breakout session specifically designed for charter schools to learn from one another and support each other through the startup period. LEA districts may also attend a session to understand how charter schools function. The MDE will partner with organizations related to charter schools to provide charter specific content during the school improvement conferences. The sessions will be specific to charter needs and the sharing of innovative practices in various educational settings (urban, suburban, rural) (**Application Requirement, B(3)**).

Public Schools Academies Efficiency Platform. After examining the *REL Actions for Effective Data Use* and quality assurance systems, the unit has created the **Public Schools**

Academies Efficiency Platform (PSAEP)² in collaboration with the MDE's, Office of Strategic Research that examines the trends of schools based on several indicators that build a profile and compare three years of recent data. For example, schools with similar characteristics such as student demographics (# of children with disabilities, homeless, English language learners, # of economically disadvantaged, chronically absent, attrition rates, race, gender, graduation rates, growth etc.), school demographics (location, years of operation, grade level or levels), and student performance (growth and proficiency) are compared to examine student performance trends based on those similar profiles. Specific student populations are also analyzed to determine their performance and support a charter school in that area of need further **(Application Requirement, A(10))**.

The PSAU can also collect the implementation dates of different (innovative) practices to ascertain the relationship to the school's improvement. The purpose is to identify a charter school's performance and investigate the practices used to improve based on similar conditions. The information is collected and assists in creating the topics for monthly webinars and school conference topics. The PSAEP collects school-level data from Michigan's multiple data systems as well as educational programs that are being used and can be disaggregated by the education service provider, the authorizer, and the district to examine grade level student performance versus an aggregate (combination) of all grades. The PSAEP also disaggregates (separates) a list of high performing education service providers, authorizers, and schools to those needing support. The major plus for the platform is a **report detailing the higher performing charter schools** for the public and to be used in the risk assessment application process to be explained in

² PSAEP – The platform captures charter school data from various state systems that include the educational entity master (EEM), financial information database (FID), Michigan school data system (MSDS), and Registry of Educational Personnel (REP) to analyze specific school and student-level data.

Quality of Project Design section (**Application Requirement, A(11)(12ab); Assurance D, E(1)**). **Note:** Some of the larger authorizers have a system of data collection; however, the PSAEP is used to capture data for all charter schools, smaller authorizers that cannot capture data, and make informed decisions on school improvement efforts, and more.

Resources. The MDE's, PSAU maintains a comprehensive website with numerous resources for authorizers, developers, school leaders and other stakeholders, and has a wide range of communication strategies that support promising practices that include social media, and conferences. Since 2015, the website received over 19,000 views. The PSAU utilizes a monthly webinar series using subject matter experts from various MDE offices to disseminate best practices. Recent topics include the newly revised School Improvement Framework, Turnaround Best Practices, Effective Early Childhood Programs, third-grade reading strategies, new legislation impacting charter schools, Culture and Climate in Beating the Odds Schools, and a rollout of the new accountability system. Webinars are archived at the charter school site (<http://www.michigan.gov/charters>) and advertised on the MDE listserv and OEII Facebook page. Part of the OEII web page is now devoted to a video series sharing *Promising Practices* (see, <http://www.facebook.com/MDEOEII/videos>). The MDE's promising practices website is operational, and the webinars are being cataloged and appropriately linked. The MDE also has social media dedicated to the dissemination of information that ranges from Twitter, Facebook, and a YouTube channel. For example, all board meetings, M-STEP changes, state initiatives, and more are recorded and uploaded to YouTube. Practices are also shared at state conferences as well as charter specific topics such as closure, flexibility, curriculum, etc. (see, *Technical Assistance and Support* for more) (**Application Requirement, A(8ab); Assurance D**).

Michigan utilizes a comprehensive set of metrics (PSAEP) to designate high-quality schools. The MDE also designates a special subset of those schools called “Beating the Odds” schools. The purpose is to capitalize on powerful practices in these schools and share their strategies for success. Michigan does this through the *Beating the Odds School Lookup Internet* site. School leaders across the state can locate a *Beating the Odds* school with a similar profile to learn about successful programs and initiatives: academic and behavioral. The MDE can share information related to student discipline and school climate along with promising practices related to academics. Other best practices strategies include the *Surveys of Enacted Curriculum* and the *Blueprint for Turnaround* that measures the alignment between standards and instruction through the *MI Excel Statewide System of Support* or the partnership model discussed previously **(Application Requirement, A(8ab)(9)(10), B1-3))**.

Michigan is now a GoOpen state. GoOpen is a community of traditional and charter school teachers and learners who access and contribute resources or a warehouse for Open Educational Resources (OER). OER includes all manner of tools to support access to knowledge. The purpose is to level the field, so students and teacher have equal access. Some of the goals of OER are to (1) increase equity, (2) maintain relevant and high-quality content in an online environment, (3) empower teachers and students, and (4) to save money for districts. Switching to openly licensed educational materials has enabled school districts to repurpose funding typically spent on textbooks for other pressing needs, such as investing in the transition to digital learning. The United States Department of Education describes GoOpen as a resource for documenting and sharing new approaches to professional learning for teachers and curating resources that offer students and teachers options for personalizing learning, and strategies to support curating, creating, adapting and sharing OER (<https://tech.ed.gov/open/>). This is

different than public domain resources because all GoOpen resources can be reused, remixed, revised, retained and redistributed (**Application Requirement, A(8ab)(9)(10), B(1-3)**).

Sharing feedback. Traditional and charter schools have various opportunities to share or provide feedback to the MDE topics including but not limited to education policies, curriculum, certification endorsement requirements, professional development opportunities, and the partnership model practice. The feedback is collected via survey, stakeholder meetings, board meetings or committees. The results typically impact the outcome of any of the previous categories. The board meetings relate the information shared from the feedback (Assurance F).

Technical assistance and support. The PSAU receives frequent technical assistance (TA) requests that prompt visits for discussing charter school specific concerns. These visits allow the PSAU to collect and share best practices and act as a clearinghouse for charter schools that seek assistance. Because of the number of requests, the PSAU revised its TA catalogue as well as opened a partnership with external groups like the MCCSA, the MACSB, and the NCSI to provide various TA. The TA visits can range from help with improving assessment scores, third-grade reading strategies, recruitment practices, assessment strategies, board training for the charter district (Authorizer 101 and 201), school improvement, data collection and validation, quality assurance systems, pilot programs, etc. Based on the need of the authorizers and charter schools, *requests for proposals* will be issued to contract for those services to partners. The partnership increases the capacity to offer various topics at multiple times (**Application Requirement, A(1)(8ab)(9), D**).

Assurance and verification visits as technical assistance. Assurances and verification (AV) visits are used to provide TA or **share best practices with charter school authorizers** to support their efforts, especially the small LEA authorizers. The PSAU conducts visits to the

authorizers to capture current processes and share best practice. The visits help build quality assurance (accountability) systems for collecting information regarding their schools. The authorizing body is responsible for overseeing compliance by the board of directors with the contract and applicable law. In such, authorizers collaborate with the charter districts to ensure the established goals align with state, federal, and authorizer requirements, has identified rigorous and measurable methods of assessment (including M-STEP/MME/SAT), a process that monitors a charter's student progress (growth) aligned to the goals, and employs the proper educator staff. AV visits allow authorizers to ask questions and provides the PSAU an opportunity to collect effective practices or provide effective practices from peers (**Application Requirement, A(11), B(3)**). The MDE may rely on MCCSA to support the larger authorizers represented by the organization. However, the PSAU does provide technical assistance to the larger authorizers as well in the form of presentations and training.

Competitive Preference Priority 5—Serving At-Risk Students
(meets Application Requirement, A(8ab)(9)(10)(11); Assurance B

Michigan has over a dozen statewide initiatives designed to support educationally disadvantaged students and eliminate gaps in achievement. The initiatives are used to support Michigan charter schools with support from the PSAU, authorizers, the Office of Special Education, Career and Technical Education, and the Office of Educator Excellence. The PSAU offers technical assistance to all charter schools but specifically serves at-risk student populations (ELL, homeless, adjudicated youth, children with disabilities, etc.) with resources support (Assurance B). Specifically, the PSAU connects the schools to various inter-office consultants and programs that can assist including the ISDs and regional education service agencies (RESA). The initiatives guarantee equal access and promote inclusion for students (**Application Requirement, A(8ab)(9) (Assurance B)**).

Support and Innovative Programming for Educationally Disadvantaged Students.

The PSAU will implement initiatives that align with the statewide vision and further the outcomes for supporting high-quality charter schools for at-risk students. Each initiative addresses different needs identified through state or federal mandates and stakeholder-based concerns. Grant funds such as 31a, competency-based or school improvement grants, bilingual program, rural and low income, McKinney-Vento Homeless grant, immigrant, etc., are available to support educationally disadvantaged students. Consultants assist in supporting how charter schools develop programming using the funds. Initiatives the PSAU/MDE consultants provide technical assistance on includes (**Application Requirement, A(8ab)(9)(10)(11); Assurance B**):

- Build Up Michigan, which is a comprehensive website for disseminating information related to kindergarten readiness. Supports include checklists for identifying developmental milestones in preschoolers and links to services and resources;
- Dropout Recovery Program [MCL 388.1623a], passed in October 2016, requires an advocate assigned to conduct social interventions that support students and adds flexibility specific to increasing the effectiveness of drop out recovery programs for charter schools across the state;
- Michigan Alliance for Families Partnership, which provides information, support, and education to families of children and young adults with disabilities by connecting families to resources in their community. The groups also help facilitate parent involvement as a means of improving services and results for children with disabilities (**Assurance, B**);
- PBIS implementation manual and maintenance of then online schoolwide manual, originally developed by a team of education stakeholders based on the State Board of

Education Policies on positive behavioral interventions and supports, anti-bullying and school safety;

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), designed to help schools develop school-wide support systems in reading and behavior and supports **finding the funding** to implement the MTSS;
- Statewide Autism Resources and Training (START) supports the education and transition needs of students with Autism Spectrum Disorders (ASD). START provides TA, including year-long intensive training, at the district level to implement best practices for students with ASD;
- Restorative Practices that support conflict resolution and peer mediation which should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying versus suspension [MCL 380.1310c (2)] (**Application Requirement, A(8b)**);
- Michigan Pathways Alliance seeks to improve access to multiple pathways by using career exploration, job readiness, enhanced career counseling by supporting districts, and providing equitable opportunities for all students;
- Michigan Special Education Mediation Program (MSEMP) provides trained, neutral facilitators to assist with individualized family service plan (IFSP) meetings, IEP team meetings, and resolution sessions. MSEMP also offers various workshops on special education-related topics, including conflict resolution (**Application Requirement, A(10); Assurance, B**);

- Michigan’s Integrated Technology Supports (MITS), which provides information services, support materials, TA, and training to local and ISDs in Michigan to increase the capacity to address the needs of students with disabilities for assistive technology **(Assurance, B)**;
- Michigan’s Integrated Mathematics Initiative (MI)² formed to create a cohesive and collaborative system of support and professional development among existing mathematics resources;
- African American Student Initiative, which is an approach to addressing gap with African American boys. The project involves monthly PLC meetings, and a vast array of resources to assist schools in developing local initiatives such as the overuse of discipline practices; and
- Early Literacy Initiative, which includes revising state teacher preparation standards for early literacy teachers, giving students the research-supported diagnostic and screening instruments, instruction, and interventions necessary for success, engaging parents in developing their children’s early literacy skills through information, awareness, and outreach, and providing Michigan teachers and leaders with data that compares our status and growth over time and when compared to other states.

Note: The initiatives are all recorded in the PSAEP to provide context for the annual report.

Competitive Preference Priority 6-Best Practices for Charter School Authorizing

(meets Application Requirement, A(11)(12ab), F; Assurance, E(3), G(1-5))

State oversight. To increase charter school quality initiatives and quality authorizing elements, as aligned to ESSA, section 4303(f)(2)(E), Michigan has a process in place for checks and balances. While the charter school developer can freely choose an authorizer and the

authorizer works directly with the charter developer, the MDE does require documentation. The authorizer is required to 1) submit the required contract checklist, which ensures all components under the statute [Act 267 of 1996] are met including but not limited to open meetings and open records laws, transparency, reporting, specific laws, etc. If those components are met, 2) the contract is forwarded the State Superintendent's office for a school code to receive state aid, and 3) the Michigan Department of Treasury must receive a signed letter by the charter district to receive funding. In renewals, non-renewals or revocations, the same process of submission is completed to ensure the contract terms were met between charter and authorizer. Recent legislation [MCL 380.503 (6)(h)] requires reauthorization to be based on student growth as the primary outcome. As a part of MCL 388.1618, charters schools are required to provide information on the educational program, student support services, parental requirements, enrollment criteria, and annual performance data consistent with 1111(h) and 1111(c)(2) of ESEA (**Application Requirement, C(1)(ii), F, Assurance, E(3), G(1-5)**).

Authorizer oversight. To frame best practices for charter school authorizing in Michigan, the MDE continuously collaborates with various stakeholders. The MCCSA represents the ten largest authorizers in Michigan that cover 85% of schools and 95% of students. The MCCSA refined an authorizer accreditation framework that focuses on the authorization processes. Grand Valley State University, Saginaw Valley State University, and Central Michigan University are all accredited under the new process. Ferris State University begins in May of 2018 to complete the accreditation. MCCSA is aligned with the NACSA Principles and Standards (2012). Authorizers are expanding the focus to address improving achievement and outcomes for charter schools. The MCCSA is working to meet these various gap areas and needs of the schools they authorize through the school board and school development opportunities.

The MCCSA also maintains its Oversight and Accountability Standards (**Application Requirement, A(11)(12ab)**).

To ensure new large and small authorizers, and newly hired employees of authorizers understand their responsibilities in developing a contract or improved oversight, the MDE's, PSAU created the Authorizer 101 program to ensure **authorizers receive technical assistance**, which is mostly for LEA's, whereas the state or national organizations may partner to provide the university authorizers training as previously mentioned in the technical assistance section. The training includes a review of contract requirements based on statute, a firm understanding of roles and obligations, and a very robust set of examples and best practices from other authorizers. These best practices are often emulated, and some are modified over time as new authorizers get familiar roles and responsibilities. Within the last three years, the PSAU has performed 27 iterations of Authorizer 101. Authorizer 101 is fully aligned to NACSA or applicable national standards. Under the assurance and verification (AV) program, PSAU staff visits each authorizer once every two to three years, during which time authorizers provide evidence of compliance with 19 oversight categories. The PSAEP generates reports annually outside of the AV visits to examine authorizer practices. During AV visits, the PSAU staff examines documentation to ensure systems and processes are carried out in the following 16 *indicators on the contract checklist*:

Revocations and Non-Renewals	Legal Compliance
Management Company Relationships	Supervisory Visits
Non-Profit Incorporation Status	Governing Policies
Educational Goals	Competitive Solicitation
Required Reporting	Monitoring Academic Performance
Occupancy & Facility Approvals	Educator Certification
Board Appointment Process	Financial Auditing
Open Application Process & Lottery	Financial Stability

The process allows for the sharing of practices that function for authorizers. The AV data

is now collected electronically and linked to the electronic contracts to align objectives/outcomes for tracking performance in the Grant Electronic Monitoring System (GEMS)/Michigan Administrative Review System (MARS) regardless of whether a school in an authorizer profile is a Charter School Program (CSP) recipient. The data from the PSAEP informs the overall quality assurance system (linked to *Objectives*) further. As a part of continuous improvement, the process evolves as the PSAU conducts multiple AV visits. Authorizers use the checklist indicators for continuous improvement and quality assurance for measuring their respective outcomes. The revitalization and updates to the AV are imperative to maintain validity. Much of the AV work is done to **avoid duplication of work for the charter schools and authorized public chartering agencies (Application Requirement, A(11)(12ab))**.

Authorizer accountability. Michigan has ongoing work regarding accountability. The PSAEP will generate a data profile to determine grade range info, the location of schools, student growth, and proficiency of students (sub-groups), chronically absent, enrollment, and educator longevity. The platform is used to examine authorizer performance as it relates to the schools under their jurisdiction (**Application Requirement, A(12ab)**), similar to how Michigan designed the educator preparation institutions score for education programs. The process begins with identifying the data set. The platform will develop an authorizer list based on areas of growth, a plan is developed for improvement, and the PSAU will provide TA or utilize a partner to address TA. An example of the TA was with Eastern Michigan University (EMU), one of Michigan's statewide authorizers. The PSAU conducted additional technical assistance with EMU and advised the State Superintendent they may be removed from the at-risk list due to the changes to the authorizing process. EMU has added new staff to enhance the authorizer's processes. Additionally, EMU has implemented authorizing practices around charter school

renewal that can be emulated as a best practice across the authorizers. All EMU contract renewal schools participate in an outside audit of systems and practices. This audit or review consists of classroom visits to observe instructional delivery and alignment to curriculum and state standards, interviews with staff, parents and students.

Evaluating Charter Applications. State statute [MCL 380.502(3)] requires charter applications be evaluated on a competitive basis and specifically enumerates expectations on what the application must include. These items include (not limited to) the school's purpose, education goals, governance structure, curriculum, staffing, and admissions policy and school calendar. The final review before school opening includes all activities required in the charter contract including facilities, finances, and governance and education program.

Michigan authorizers utilize a two-phase application review process, which includes final review before school opening. In the early 2000's, the MCCSA spearheaded a common application that is the foundation of which all 44 authorizers use to build their contracts. In phase one, the application is submitted to the authorizer. The comprehensive application requires development teams to present expectations related to school mission and vision, school goals, sustainable business and financial plans, as well as documentation to support that the charter applicant can implement the proposed plan in a quality manner. The application also offers an opportunity for charter school applicants to outline their program components and objectives in short narrative form. It includes questions related to the assessment of community need, which is the basis of the risk assessment application process for the CSP grant. If an applicant is recommended for phase two, they participate in a panel interview, vetting of developers and board members, and business plan review (**Application Requirement, A(12ab)**).

Determining Success of Developers. Section 380.503(1)(d) of the Revised School Code requires “The authorizing body shall consider the applicant’s track record” in the review and award of charter contracts. The contract checklist specifically includes an item to ensure the authorizer has vetted operators for charter schools [MCL 380.552(2)]. During Authorizer 101 training and AV visits, the PSAU places emphasis on establishing criteria and methods for measuring developers’ prior successes. The MCCSA’s *Oversight and Accountability Standards* require that authorizers maintain a rigorous process for vetting applicants and institute an application process that allows first-time and experienced operators (**Application Requirement, A(12ab)**).

Phase one of the application review process ensures consistent reviews for all applications regardless of the diverse educational philosophies. The process is designed to identify and promote applicants that have the vision and ability to operationalize schools in communities with need. Phase two is where the process is differentiated for first-time applicants and established entities. A panel of internal and external experts determines the applicant’s track record and capacity for growth. Specific areas of focus include previous authorization and renewal decisions for existing schools, schools’ performances relative to neighborhood options, and applicants’ state accountability system performances. The panel also asks due diligence questions about partnerships and community engagement during the interview. For schools without a track record, an applicant’s potential for meeting the performance expectations of the charter are assessed by considering its instructional model’s alignment with research-based instructional models that have successfully served the proposed student potential and the track record of schools’ leadership for leading schools. The PSAEP collects data regarding academic growth and proficiency to measure outcomes.

Section B - Selection Criterion

a) Quality of the Project Design

(meets Application Requirement, A(1)(2)(3), A(13), C(1)(i-iv), C(2), D, E, G)

The 2012 legislation (Public Act 277) lifting of the cap on university-authorized charter schools resulted in the expansion and growth of charter schools. More specifically, the previous iteration of the CSP grant award from 2010 through 2015, 119 charter schools were opened by authorizers in the state. The data supported the improvement of student performance for the CSP schools in Michigan and helped provide a baseline for high-quality charter schools (See, *Quality of Eligible Sub-Grant Applications* section for more). The data consists of schools created between 2010 and 2015. Since losing the grant, the pipeline for new schools has slowed significantly due to limited funding resources for developers (see, **Table 1**), which results in challenges with closing schools and replacing with high-quality options. Funding is needed to pursue the closure and replication of high-quality charter schools.

Table 1: Open Rate			
School Year	Non-CSP	CSP	#
	N (%)	N (%)	
2010-2011	3(100.0)	12(100.0)	15
2011-2012	6(66.7)	18(60.0)	24
2012-2013	7(43.8)	28(48.3)	35
2013-2014	9(37.5)	30(34.9)	39
2014-2015	10(30.3)	17(17.4)	27
2015-2016	4(11.8)	3(3.0)	7

Center for Educational Performance and Information (2017)

More importantly, the conversation among stakeholders is increasingly focused on quality overgrowth and the replacement of poor-performing charters. The discussions have prompted the PSAU to provide technical assistance for all charter schools for improvement, identifying high-quality charter schools serving at-risk populations, and designing a platform that

can analyze and evaluate charter school data for schools and authorizers. The *REL Actions for Effective Data Use* assisted in developing ideas for creating profiles representing small and larger authorizers, aligning with the program *Goals and Objectives*.

Rationale. The program objectives are designed to drive further research and evaluation findings that support meeting goals and outcomes. The key project component is Objective 3, which uses the PSAEP to enhance school and student level data collection. The proposed ***project rationale*** is building the capacity of high-quality schools by incorporating data and research in education decision making. Michigan was involved in the initial charter school movement and experienced rapid growth. Using the focus of the USED and CSP grant process will ensure that high-quality development is the focus for new, replication, and expansion efforts. The PSAEP will enable the PSAU to increase the number of high-quality charter schools and develop a more balanced approach to high-quality that focuses on the expansion of existing high-quality charter school models. Increasing the number of seats will add quality sites to a district and expand the grade ranges to strengthen quality. This includes using replication or expansion to impact areas where schools closed. The MDE has multiple initiatives (see, Competitive Preference 5) that are considered best practice; however, the project seeks to not only improve charter schools but to examine the practices said to improve charter school student performance to inform processes (**Application Requirement, A(1)**). The PSAU also examined, Brighthouse and Schouten's (2014) concepts of successful (high-quality) charter schools that improve the conditions for disadvantaged students (Harvard Educational Review). These concepts align with the purpose of charter schools in Michigan.

Goals. In examining the statewide system of charter schools, the following goals were developed to drive the objectives. The all-around goals are for (1) ***Technical Assistance*** that is

targeted to establish and support quality developers and establish schools that are in and around areas that provide access to underserved populations. The technical assistance will be in coordination with special education and the special populations team; (2) ***Strategic Placement of Schools*** in underserved educational areas and grade levels (i.e., high school) and the closure of poor performers for replacement opportunities; (3) ***Access to Quality Data*** that supports decision making and improvement of systems (*Objectives 4 and 5*) not only for the PSAU but for charter schools and smaller authorizers; and (4) better ***Coordination of Federal Funding*** and the leveraging of those funds for charter schools. The goals of the project will guide the PSAU's purpose and supports the rationale of the project.

Support for new and expansions. In building the *rationale* for creating the program, the PSAU examined the current climate of charter schools (*Objectives 1-3*). As of 2018, the state of Michigan has 44 authorizers, 297 charter school districts, 365 schools, and serving over 110,000 students. The PSAEP has given the PSAU the capacity to identify a list of charter schools with overall school performance (student achievement, operations, resource allocation, etc.) trending upwards. These charter schools will provide context for those entities interested in expanding and replacing or creating a new charter school. With the identification of the high performing charter schools, the PSAU has a baseline to define high-quality, which will assist in increasing and improving best practices supporting these charter schools, including first and second-year startup designs. Aligning to *Objective 2*, the MDE examined the challenges for charter schools in 2018. The results were that charter schools needed accurate educational improvement measures, access to resources, and technical assistance on how to embrace autonomy and oversight. With the changing landscape of partnership and support for struggling schools and transition of the state assessment, the PSAU examined barriers that may impact how current charter and future

charters demonstrate growth. Also, the PSAU discovered support measures that charter schools are interested. The goal of the grant is to expand opportunities in funding high-quality schools for all students with a focus on underserved populations. With providing the funds, the PSAU goal is to assist developers, boards and schools to open and maintain schools that are sustainable and have a growth trajectory that will result in high performance in line with the CSP grant application (**Application Requirement, A(1)**).

Projected awards. With the addition of CSP funding, data analysis and the conversations with stakeholders, the PSAU anticipates the creation of 11 new and 23 expansions or replication schools during the five-year grant window. Grant funds will also provide start-up funding for allowable activities to four schools that are three years or newer, resulting in 34 grants. The *rationale* for the number is based on the decrease in the number of charter schools and the need to replace existing charter schools. Michigan needs the CSP support to implement changes in previous practices for charter schools. Given the data retrieved from PSAEP, the PSAU intends to provide larger awards to only the highest quality sub-grantees to carry out the program. Previously, **Table 1** provided context on the rate of openings or lack thereof.

The state will hold two competitive rounds in the first four years of the grant. The application timeline for grant notification and awards are Fall and Spring, which align with awardees access to additional federal dollars and grants for new schools and significant expansion of existing charter schools (**Application Requirement, A(1)**). Prior to the submission date, the MDE will post the application and timelines on the PSAU website, contact the MCCA and use the MDE E-blast notification system. With each sub-grantee having an authorizer, they are a partner in providing information to their schools. Also, each expansion is verified through contract amendments submitted by the charter authorizer. The application announcement will

also include technical assistance training in strategic locations within the state, so all applicants receive support on the application process. This information will also be recorded and conducted via web conferencing for those unable to attend the sessions (**Application Requirement, A(2)**).

The PSAU has enhanced the application review process and increased the viability of the sub-grantees sustained success. In partnership with a variety of charter stakeholders, the team will provide a score and feedback to the applicant on areas in which they missed the mark (i.e., risk assessment). Applicants will have two weeks to make changes before the application is due. By providing multiple opportunities for TA and feedback, the PSAU and authorizers will be supporting the highest quality candidates with the greatest chance of operating high-quality charter schools.

Risk assessment application process and support. The risk assessment process is an enhancement of the peer review process, which was cited as a best practice in WestEd's 2016 Monitoring Report. The process involves an individual off-site review and an in-person consensus review. The risk assessment team is a strong *program component* that will include members from a variety of stakeholder groups including the PSAU, authorizers, past awardees, and charter stakeholders (e.g., NCSI, MCCSA, etc.). The purpose is to determine if a developer can start a high-quality school, to provide TA with constructive feedback, and work with developers to ensure they have access to all resources (**Application Requirement, A(3)**). The process also collects baseline information on the charter school to begin analyzing the respective school performance, if approved. The application process includes developers completing various application components. For example, schools must be modeled after high-quality charter schools as identified by the PSAEP list. If not incorporating the entire established program, the program must include an explanation of which elements of the established program

are not being incorporated into the new program and a research-based rationale for how the proposed program will adapt for any model elements not used. A program must show how the data (school and student level) establishes the modeled program as a successful program. Data should identify trends including a description of the overall program system. The basis for the application is the outcomes. The outcomes must be supported by program measures, and applicants must provide how the data will be analyzed that shows the understanding of the school data and specific data points used to identify the model program as successful. The process supports innovation and diverse school models given the data supports the need for grade ranges or locations (urban, rural, suburban) (**Application Requirement, G**). Components of the scoring include, but are not limited to:

- Clear and measurable (multiple measures) outcomes;
- Community need and demand for the proposed school (high schools, early childhood, etc.). The new application will require applicants to note the geographic distance from its proposed location to other schools serving similar populations (**Application Requirement, A(13)**);
- An analysis of the local educational marketplace and the competitive advantages of the proposed school;
- Conducted meaningful research in adopting the curriculum and educational program being proposed, transportation needs and challenges, and methods to address (**Application Requirement, E**);
- Financial sustainability and stability plan;

- The incorporation of the Michigan School Improvement Framework into its planning and evaluation efforts (the school calendar supports the proposed educational program);
- Sufficient capacity for governance;
- Clear understanding of potential conflicts of interest and has taken steps to avoid related party transactions;
- Facilities planning and the development of a sustainable school-wide budget, including a post-grant budget, and plans for addressing under-enrollment;
- An understanding of the administrative relationship between the board and its authorizer, and between the board and its service providers;
- The solicitation of the parent or guardians input in the form of focus groups, surveys (electronic or paper), or interviews scored and ranked submitted with the application;
- Description of enrollment policies in compliance with federal and state law (**Application Requirement, A(8a)**); and
- A plan for servicing educationally disadvantaged students.

Applicants submit the narrative, budgets and management plans in the Michigan Electronic Grants System (MEGS+), and are vetted for eligibility within 24 hours of the application deadline. Ineligible entities are immediately notified of their status and invited to address the reason for ineligibility and re-apply during the next round (**Application Requirement, C(1)(i-iv),(2)**).

The *application includes TA* with the purpose to assist future developers and schools in determining if the developer, board, and school can implement and open a high performing charter school. The review process is provided, as well as the expectations and outcomes of the

application. The process allows for developers to ask questions and determine if there is the capacity to complete an application. In partnership with a variety of charter stakeholders, the team will provide a score and feedback to the applicant on areas in which improvement is needed. Applicants will have two weeks to make changes before the application is due.

The ***risk assessment team*** will review the CSP sub-grant application with the development team using a 1-2-3-4 and not observed rating. As a part of the grant, the rationale for the risk assessment application process is to support high-quality developers. The process also helps determine the specific technical assistance needed for implementation, which is required of all developers. The risk assessment team will participate in an inter-rater reliability exercise, so all sub-grantees receive fair, equitable, and unbiased reviews. The CSP sub-grant application was customized to address priorities and to include all descriptions and assurances required in accordance with section 4303 of the ESEA.

Application process. Applications are divided among teams, with an average of four per team. Of these four, one application is common to all teams and will be read by every participating peer reviewer for inter-rater reliability. Applications, rubrics, and instructions are provided electronically, typically two weeks before the consensus review day. Reviewers are required to view the PSAU technical assistance webinar, with roles and responsibilities around the peer review process. The reviewer identifies any potential conflicts of interest upon receipt of the application materials. Reviewers then read the score and comment on each application before the consensus review meeting.

On the day of the sub-grant consensus review, peer reviewers meet at a common location. The peer reviewers sign confidentiality and conflict of interest statements, which the PSAU collects and keeps on file. The PSAU conducts a norming exercise, with the group to review and

discuss the common application. This process frames the thinking of all reviewers, which allows for accurate calibration of scores and comments. At the conclusion, the peer review team scores the assigned applications to reach consensus and provide feedback to the applicant. Scoring information is entered onto the applicant's rubric and submitted electronically through GEMS to the PSAU. To date, this methodology has proven remarkably effective. Reviewer feedback is very positive, and discussion has been rich and productive. At the conclusion, score sheets, application materials, and reviewer documents are collected. The PSAU team confirms that scores are entered and tabulated, rank order the applications and establish a cut score. The outcomes are also recorded in the PSAEP to analyze overall performance annually (**Application Requirement, C(1)**).

Rationale for risk assessment. The focus is to be strategic in targeting schools for support versus simply expanding without examining poor performers. As the MDE exhausted the previous grant funds, the absence of start-up funds and stricter state accountability measures has resulted in less charter school openings and more authorizers closing underperforming charter schools. The PSAU seeks to begin expansions and replications with a solid base and process. Using the PSAEP and the risk assessment coupled with technical assistance, the applications will be reviewed to open high-quality charter schools in underserved areas. The PSAU considers *new* to be brand new districts in areas where there is an educational choice vacuum for students, and where current schools are underperforming or where authorizers have closed poor performing schools in the recent past. New may also be the replication of an existing high-quality charter that will open in a challenging educational environment or the expansion of existing high-quality schools to include early childhood options that prepare for the new third-grade reading legislation, early middle-college offerings, career and technical options or expanding K-8

schools into high schools. High schools are a concentration area for the PSAU as identified by a needs analysis. The effort to support high schools is included in the risk assessment process (**Application Requirement, A(13)**). Extra points are awarded for specialty areas.

The authorizers on average have closed 11 underperforming or financially distressed districts over that same time frame (48 schools closed in the last five years). The result is some areas of the state with limited access to quality choice opportunities. To assist in successful opening and sustained success, the PSAU is looking to open one (1) new school, funding support for one (1) currently existing qualifying schools and four (4) expansion/replications in the first year of the grant. The PSAU is currently piloting the risk assessment component to the application, requiring a contract commitment from an authorizer and the scaling up and exposure to the new requirements. The PSAU will maximize the number of schools to eleven (11) by year four with a scale back for the last year so the sub-grantees can fully execute the grant. There will be no grants awarded in year five, so the sub-grantees can fully execute the grant.

Projected Number of New Planning Grants			
	Summer (Aug)	Winter (Feb)	Total
2018-2019	-	6	6
2019-2020	5	6	11
2020-2021	5	6	11
2021-2022	3	3	6
2022-2023	-	-	-
TOTALS			34

Planning grants are budgeted based on the type of sub-grantee application and funds will be released in stages based on performance and execution of the activities. As described in the risk assessment, the team will address items including but not limited to transportation, curriculum, professional development, and location (**Application Requirement, E**). Initial funding of \$150,000 (3-18 months) will be awarded for planning. Each sub-grantee will be

eligible to receive two implementation awards over two fiscal years. An incentive of \$250,000 will be awarded based on criteria to sub-grantees opening or expanding or replicating high-quality schools in persistently low-achieving areas that include but are not limited to early childhood, early middle college, or high school grades. Replication and new school start-ups are capped at a total of \$1,250,000. In Year 1, sub-grantees receive up to \$500,000 (12-months) for allowable activities related to implementation. In Year 2, sub-grantees receive \$350,000 (12-months) for allowable implementation tasks. After Year 1, the risk assessment team will determine if funds for implementation II should be distributed based on the successful completion of implementation I activities. If a sub-grantee chooses to expand or replicate, they must model schools that have been in operation with three years of trend data to support.

The grant application announcement will be shared through all MDE communication pathways. Implementation funding will be contingent upon the MDE's determination that the charter contract for the new school is legally complete and compliant, including rigorous academic performance goals, provisions for annual review by the authorizer, the required curriculum aligned to career and college readiness standards, concluding with an application and interview with the MDE and authorizer. See **Figure 2** for grant funding breakdown.

Figure 2: Grant Funding Breakdown - Planning (P), Implementation (I1) (I2)

Total Awards	2018-2019 (Y1)	2019-20120 (Y2)	2020-2021(Y3)	2021-2022 (Y4)	2022-2023 (Y5)	2023-2024 (Y6)
3 New 4 E or R	2 (P) 300,000 4(I1) 2,600,000	2 (I1) 1,000,000 4(I2) 1,400,000	2 (I2) 700,000			
3 New 8 E or R		3 (P) 450,000 8 (I1) 5,200,000	3 (I1) 1,500,000 8 (I2) 2,800,000	3 (I2) 1,050,000		
3 New 8 E or R			3 (P) 450,000 8 (I1) 5,200,000	3 (I1) 1,500,000 8 (I2) 2,800,000	3(I2) 1,050,000	

3 New 3 E or R				3 (P) 450,000 3 (I1) 1,950,000	3(I1) 1,500,000 3 (I2) 1,050,000	3(I2) 1,050,000
Total	2,900,000	8,050,000	10,650,000	7,750,000	3,600,000	1,050,000
Incentive		1,000,000	2,500,000	2,750,000	1,500,000	750,000
All funds	2,900,000	9,050,000	13,150,000	10,500,000	5,100,000	1,800,000

The applicant to awardee ratio has evolved significantly since the PSAU began tracking this data. In 2007 and 2008, the MDE provided sub-grants to applicants that received a minimum of 45 points out of a possible 92 (51%). This threshold allowed the state to begin exploring the capacity of various developers but ultimately proved to be too low. In subsequent rounds, the threshold was set significantly higher or 79 points out of a possible 112 (70%) to be exact. In the most recent round (August 2014), the cut score was 85. An increase in cut scores over time provides evidence of the MDE's raising the bar for quality of applications over various grant cycles. Award rates have averaged 44% over the last five rounds with a high of 64% and a low of 25%. Through systems described throughout this narrative, the state strives to maximize the issuance of charters to high-quality, high-capacity developers with the staying power to serve Michigan's children in the long term (**Application Requirement, A(1)**).

b) Objectives

(meets **Application Requirement, A(7a), B(1)(2)**).

The *ambitiousness of the PSAU's objectives* are to align with the CSP purpose of supporting the expansion, creation, and replication of high-quality schools for underserved students (immigrant, economically disadvantaged, etc.), evaluating the impact of charter schools on student performance and the overall community, sharing best practices and resources, and strengthening authorizing. The PSAU has established the following objectives to carry out the program and support the purpose that includes:

- **Objective 1:** Increase the number of high-quality charter schools serving at-risk populations and areas of need including but not limited to content, grade level, and curriculum (**Application Requirement, A-G**).
- **Objective 2:** Provide quality technical assistance for new, expanded, and replicated programs serving educationally disadvantaged students (**Application Requirement, A(6-10), E**).
- **Objective 3:** Upgrade and utilize PSAEP for their respective school data collection, information sharing, training, communication and support among charter schools (**Application Requirement, B, G**).
- **Objective 4:** Improve the quality of low performing charter schools through training and technical assistance (**Application Requirement, B**).
- **Objective 5:** Use current PSAEP to build profiles of authorizer strengths and weaknesses in various grade levels in charter schools (**Application Requirement, A(13)**).

Within the objectives, activities include recruiting high-quality charter school developers, increasing the number of schools where there are no high-performing options, seeking more secondary options for students, closing the proficiency gap with at-risk students, and providing for replication of high-quality charter schools that score above 50% on the state index (**Application Requirement A (7a)**). The PSAU has an ongoing process for building capacity to collect data that encompass the objectives to ensure the capture of multiple data points, which can assist in supporting charter schools and inform progress (Objective 5). Annually, the system is measured for its effectiveness. Enhancing the PSAU, PSAEP allows for the collection of teacher data (staffing, salary, certification type, placement), financial stability data (fund balance,

expenditures), and more to research the impacts school variables have on student performance. Also, the data provides a baseline for examining the improvement of charter schools given the needed resources. *Objective 1* seeks to increase the number of high-quality charter schools serving at-risk populations and areas of need (content, curriculum, etc.), and *Objective 2* provides quality supports for new, expanded, and replicated programs serving various subgroups with a focus on educationally disadvantaged students. Using the CSP resources, the MDE will support new, expanded, and replicated programs with two rounds a year, aligned to the per-pupil count calendar (i.e., Fall/Spring) over a five (5) year period. These additional charter schools will annually update the baseline definition of high-quality schools for *Objective 1* (**Application Requirement, A**).

c) Quality of Eligible Sub-Grant Applications

(meets Application Requirement, A(4))

The likelihood that the **eligible applicants receiving sub-grants under this program will meet their objectives and improve educational results** for Michigan can be shown in the historical data provided in this section. In line with *Objectives 3 and 5*, in the last two years, the PSAU has enhanced many of the previous project designs by collaborating with external stakeholders and collecting information about charter school needs to improve overall school performance. With the implementation of the PSAEP, the PSAU now collects data specific to all charter schools to better meet goals, objectives, and outcomes. For the CSP grant, the platform would be used to inform if the resources of the grant, the enhanced technical assistance, program resources, educational programs, etc., enhance charter schools in Michigan as well as those charter schools that do not have access to the CSP grant. The platform also allows for multiple regressions to be analyzed that show the relative contribution of various actions or variables (TA,

educational programs, etc.) on student performance. In the past, Michigan has been awarded the CSP grant and saw improvement in charter schools with the project design versus those that were not opened with the support of the grant. Unfortunately, there have been few creations and expansions, and limited resources to enhance the new approach since those funds have not been awarded to Michigan since 2015.

Tables 2-4 show the difference between the CSP schools versus non-CSP schools. Those are described as CSP (those that received the grant) and non-CSP (those that did not receive the grant). The CSP grant assisted in more schools being opened with support from the MDE. The CSP grant schools are performing better than non-CSP schools, which prompted the PSAU to overhaul the system of supports for all charter schools. In summary, there are significant data, which supports the development of charter schools using the CSP grant. There is a relationship between the CSP sub-grantees and improved performance. It shows the strength of the grant with higher trends of student performance for CSP sub-grantees. That is, CSP sub-grantees perform measurably better with overall proficiency for all students (including ELL, economically disadvantaged, students with disabilities, etc.) than non-CSP charter schools (see, **Table 2**) and include educational programs that support students (see, **Table 3**). With the additional best practices added, it is reasonable to hypothesize that the PSAU can improve and support Michigan charter schools, replicate, and expand more with the CSP grant.

Table 2: Overall Proficiency			
Year	Group	Non-CSP	CSP
SY 2014-2017 AVG	All Students	15.57%	20.33%

Table 3: Early Childhood Program Participation (participating in any early childhood programs)		
School Year	Non-CSP	CSP
	N (%)	N (%)

2010-2011	0	0
2011-2012	0	0
2012-2013	0	0
2013-2014	0	4(4.7)
2014-2015	1(3.0)	7(7.1)
2015-2016	1(2.9)	8(8.1)
2016-2017	2(4.0)	9(9.0)

In content areas, CSP schools are performing better than non-CSP schools (see, **Table 4**).

Table 4: Content Areas		
	Non-CSP	CSP
ELA		
SY 2014-2017 AVG	23.97%	29.00%
Math		
SY 2014-2017 AVG	11.87%	17.27%
Science		
SY 2014-2017 AVG	5.90%	9.83%

The project is rooted in and committed to additional technical assistance initiatives that support current, expanding, and new charter schools (*Objective 4*), as well as the closure of poor performers. These initiatives include an educational team that provides a risk assessment application process for applicants prior to grant submission, development of a new authorizer rubric, an onboarding process for new development teams (this process may include panel interviews with past successful sub-grantees and a startup package). This also includes on-site financial and programmatic audits during the early stages of the grant along with additional support to board members, management team/grant managers, administrators at their meetings with training throughout each sub-grantee's project period, and interview and an application for implementation funds (see, **Competitive Preference 4 and 5** for more practices included in the overall system/process).

Supporting quality. The sub-grantee profile of the school determines the collection of training widgets/sessions the potential sub-grantee will receive. The goal is to replicate current

high-quality schools or expand the successful districts to incorporate early learning at the preschool level. The sub-grantee will be provided training on implementation and provided materials with contacts to support ongoing efforts. The PSAU intends to ensure sub-grantees open their doors with a sustainable **quality assurance system**³ with identifiable components for continuous improvement that includes student and school-level variables. Recent work on improving ongoing charter school support includes breakout sessions to several MDE sponsored statewide conferences for the charter schools to share best practices with schools, utilizing multimedia to share best practice guidance with larger audiences including traditional LEAs. The work also includes oversight partnerships with the MCCSA, NCSI, and other stakeholders to do risk assessments for development teams, the AV visits, contract review processes to ensure high quality authorizing practices in increasing the rigor of instructional outcomes for sub-grantees, and neutral third-party board training for sub-grantees. The section aligns with *Competitive Preference Priority 4*. The MDE is in the process of educational and systems changes to support charter schools and provide high-quality options. Michigan educational stakeholders acknowledge and embrace the various perspectives and uniqueness of roles in supporting the creation, expansion, and replication of high-quality charter schools and work on creating a unified vision despite the differences in approach. With that, the PSAU implemented support measures for charter schools that are low performing or seek support/technical assistance to streamline the school improvement process rooted in the Multi-Tiered Systems of Support (MTSS)⁴ that include, but not limited to:

³ Assist in developing structures, responsibilities, processes, procedures, and resources for implementing quality management of data for continuous improvement.

⁴ Multi-Tiered Systems of Support (MTSS), which is an integrated, multi-tiered system of instruction, assessment, and intervention support designed to meet the achievement and behavioral needs of all learners and assist teachers in developing classroom management techniques for all students.

- Implementation Science, which is the study of methods that influence the integration of evidence-based interventions into practice settings to improve science proficiency;
- Improvement systems (quality assurance systems) that include the design of a new comprehensive needs, assessment through an in-depth needs analysis; and
- K-3 Early Literacy initiatives that focus on instructional practices, instructional coaching, assessments, student supports, and interventions.

Closure. Authorizers evaluate the performance (academic and fiscal) of the schools authorized using an annual review that may result in a non-renewal or closure. The MCSSA has partnered to hold attendance and transition opportunities for students to find another charter or an LEA nearby. If the school closes, the PSAU, in conjunction with the authorizers, has a *wind-up and dissolution process*. Schools deemed for closure are provided the process to disperse assets and transfer student records. Any remaining funds are returned to the Michigan Department of Treasure. The PSAU will also house student records if necessary (**Application Requirement, A(4)**).

d) State Plan

Grant Monitoring

(meets Application Requirement, A(1)(2)(6a,b), B(1)(2), C(1)(v); Assurance, C, E(2)(3))

Beyond the PSAEP, the MDE's system for monitoring grants has been highlighted as a best practice in the last two WestEd audits. **To adequately monitor the eligible applicants**, the GEMS system has been aligned to not only manage the grants but also maintain authorizer and charter contracts, and all communications to sub-grantees. Funds for sub-grants are approved in stages, following completion of various requirements. Key monitoring activities include:

(1) Funds Release Protocols. A funds release document is individually created for all new awardees and reviewed at the mandatory grant orientation meeting. The document requires sub-grantees to provide contact information for members of the planning team including the board of directors, who are then checked by PSAU staff through the *System of Award Management*. Also, the protocol requires copies of board-approved policies, contracts, complete/accurate/allowable management planned activities and expenditures and connected budget entries based on the *Education Department General Administrative Regulations* and 4303(b)(1) of ESEA, as aligned to the currently submitted state ESSA plan. **Note:** during the next grant cycle, the PSAU will implement a second Funds Release Protocol for awardees as they move into implementation. The protocol will ensure sub-grantees newly hired staff and any recently seated board members are aware of state and federal regulations for oversight and appropriate use of sub-grant funds. As part of the process, the PSAU through additional technical assistance and progress monitoring will seek to ensure evidence that the new charter school has a fully developed curriculum and its authorizer has established appropriately ambitious and measurable academic goals along with a means to evaluate and report the school's progress annually, financial stability, and ensure a sub-grantee sustains beyond grant cycle (**Application Requirement, A(2)(6a,b), C(1)(v)**)

(2) Monthly Status Reports. The reports are required to be submitted to the PSAU by all planning grant sub-grantees. These reports indicate expended funds, tasks completed and ongoing, a financial report of expenditures, inventory of durable goods, and leadership changes. These reports are reviewed by PSAU personnel who

communicate concerns with sub-grantees and initiate corrective action as needed
(Application Requirement, A (6ab));

- (3) Monitoring of Draw Downs. The process includes a review of each monthly report.

Unusual drawdowns will prompt additional scrutiny that may result in a more detailed review of expenditures and additional onsite monitoring and comprehensive auditing of the sub-grantee **(Application Requirement, A (6ab));**

- (4) End of Stage. There are two progress reports for planning grant sub-grantees and Mid-Year and Final Progress Reports for implementation sub-grantees. The reports provide detailed monitoring of all transactions that includes reviewing invoices, timesheets, canceled checks, and payroll statements for accuracy and ensuring the expenditures were connected to an approved management plan task. Copious records are submitted, reviewed, filed, and maintained in GEMS. Corrective action, up to and including recoupment of funds, is instituted when warranted **(Application Requirement, A (6ab));**

- (5) Onsite Monitoring. The process is monitoring of the sub-grant projects for sub-grantees identified as at-risk. **Note:** during the next grant cycle, the PSAU will institute on-site monitoring for each sub-grantee at least twice during their federal grant window. Areas of focus will include at a minimum: a review of financial records and evidence of proper internal controls, programmatic audit to ensure fidelity to programs proposed in the original grant application, and review of board activity to ensure proper oversight of grant funds, which is collected in the PSAEP and GEMS **(Application Requirement, A (6ab))(11);**

- (6) Final Fiscal Report. The report includes a review of the *Final Expenditure Reports* submitted in the *Cash Management System* where there is a deviation in a major line item for the project that exceeds ten percent of the approved line item in the final budget (**Application Requirement, A (6ab)**);
- (7) Annual Audits. The independent, annual audits of financial statements prepared with generally accepted accounting principles are conducted by the MDE's, Office of School Finance on November 16th of each year. A report is provided to the PSAU for contact and adding to the PSAEP (**Assurance, E(3)**) and publicly reported (**Assurance, E(2)**); and
- (8) Funding monitoring. The MDE, Office of Special Education and Field Services monitors and audits all funding for students including but not limited to children with disabilities, English language learners, homeless, etc. The process is in addition to 1-6 (**Assurance, C**).

Access to federal funds. The MDE provides access to federal funds and support to subgrantees opening schools in several different ways. The PSAU notifies all stakeholders of new, expanded or replicated charter schools for expediting access to a commensurate share of federal funds in year one. All schools are subject to the same monitoring and oversight by the state as all other public school districts regarding compliance with special education requirements or the Michigan Administrative Rules for Special Education (MARSE) IDEA Federal Regulations (**Application Requirement, A(10)**), Title I, Title II, and other federal program requirements. Access to federal funds is further supported through MIExcel, Blueprint for Turnaround, Regional Assistance Grants (Section 1003, Title I seven percent reservation), Early Childhood and Literacy Grants, Food and Nutrition, McKinney-Vento, technical assistance grants for

MTSS, use, and interpretation of Comprehensive Needs Assessment, and more. Monitoring by the MDE of these programs at the schools occurs according to the schedule for monitoring and oversight implemented by the responsible area of the MDE. According to the Revised School Code, Parts 6a, 6c, 6e, and Part 16, charter school authorizers and boards of directors are responsible for ensuring the schools that they authorize and follow all applicable state and federal requirements. The charter schools with less than perfect records of compliance risk revocation or nonrenewal of their authorizing contracts.

The PSAU's oversight in the past has resulted in funds being frozen as audits were conducted to determine grant resources were allocated and utilized according to the sub-grantee management plan. For example, two sub-grantees were co-located in a single building site. The PSAU consulted with the authorizer to determine if both Charter School Program (CSP) sub-grantees maintained and operated the facilities independently of one another. The sub-grantee boards elected to merge and consolidate the grant resources into one school. Once the two entities merged, the MDE required the remaining sub-grantee school to assume both liabilities and assets of the academy that would be closing, to include the repayment of a portion of CSP grant funds.

Through the reallocation of funds from development entities that did not acquire a charter, or did not execute all the allocated grant funds, the MDE conducted a supplemental competition to award additional funds to eligible sub-grantees with time remaining on their grant cycle within the no-cost extension year. For example, funds for STEM or STEAM funds were provided to support and improve their respective educational programs. The PSAU assessed the implementation of the identified initiatives through onsite visits and interviews with school staff. This process was deemed valuable in providing technical assistance and oversight around grant

expenditures and is added as a protocol to this application. Additional supports to increase the chances of opening new replicated or expansion schools are the risk assessment, participating in Authorizer 101 or accreditation by a national authorizer accreditation agency. If within three years of the end of the grant award, the charter school becomes a program (e.g., online learning) they must reimburse funding they received to the state. Additionally, two sub-grantees that merge will forfeit all grant funds awarded.

Avoiding duplication of efforts. The collaborative effort between the MCCA and other partners, the AV visits, and the PSAU provide context to avoid replication. The PSAU does not make any decisions without consulting all stakeholders. Professional development planning and technical assistance around the grant will be offered by the MDE to cohort members through a variety of partners (e.g., NCSI, MCCA, etc.). Additionally, the MDE will present and participate in the MCCA conferences. Best practices will be disseminated to all charter schools. There are charter schools currently in the partnership model that supplies the groundwork for the dissemination of best practices. The model was created with stakeholders, which include charter specific partners. Upon completion, all schools in the state will implement the strategies to avoid duplication and improve partnership practices. Collaborating and partnering with the multiple groups to provide technical assistance assists in avoiding duplication as well.

Providing technical assistance and supports. Moving forward the MDE's, PSAU will monitor the implementation of grant funds through site visits, random attendance at school board meetings, and coordination with the sub-grantee to provide grant and instructional support. The PSAU team will be engaged with development teams, school boards, and grant managers at the inception of the project through the risk assessment review. Additionally, support can be provided through onboarding all new development teams. The process includes cohort meetings

developed for school board members, instructional leaders, and grant managers. With many of the smaller authorizers, the PSAU tends to provide a greater level of technical assistance and support as some do not have the capacity or a quality assurance system to align outcomes, capture data, etc. The PSAU provides resources during AV or trains in many areas such as curriculum alignment, data quality, validation, etc., to assist.

Communications. The PSAU will inform all charter school stakeholders in the state through the use of the MDE weekly e-blasts, advertisement on the Facebook page, sending information about the grant opportunity to all current schools registered in the Education Entity Master (school level data), communication through organizations (e.g., MCSSA, etc.), informational meetings at regional educational centers prior to risk assessment and sub-grantee application, and provide a link on the PSAU website. The MDE is currently updating the website to make all documents ADA compliant for our special needs populations (meets GEPA Section 427).

e) Quality of the Management Plan and Theory of Action

Figure 1 is the logic model, and it provides the framework for an evidence-based rationale or simply describes how the project is designed including the expected short, medium and long-range outcomes.

Figure 1: Logic Model

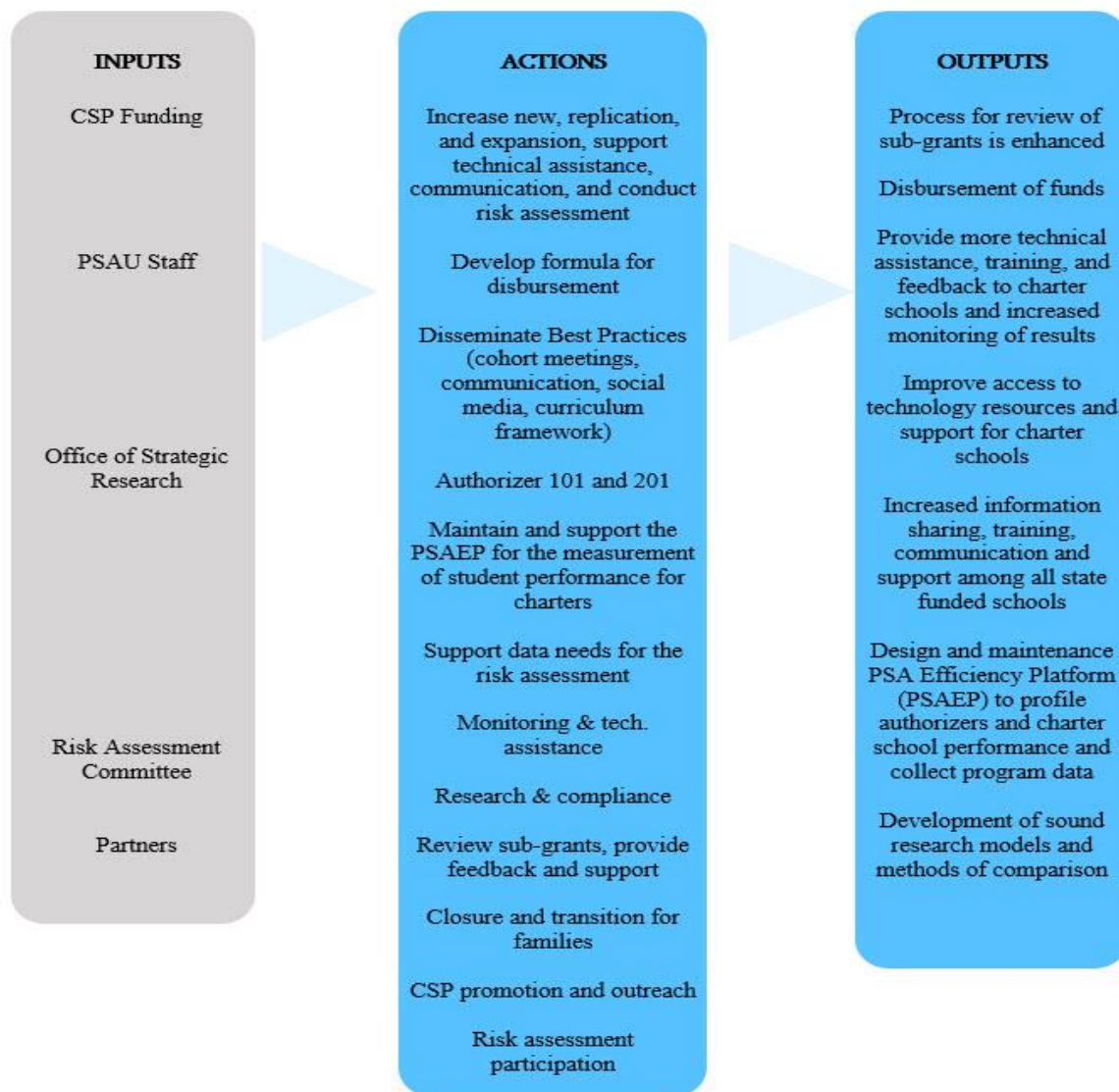


Figure 1 cont.

Short-Term Outcomes	Median Outcomes	Long-Term Outcomes
Risk assessment committee process supporting awardees and sub-grant management process	Increase number and sustainability of high-quality charter schools and developers	Improvement/system for CSP and non-CSP charter schools
The technology used to monitor sub-grants and contracts complete (GEMS)	Improving authorizer processes, decrease in the # of authorizers with deficiencies in contracts and processes	An improved overall system of data collection and reporting

Figure 1 cont.		
Short-Term Outcomes	Median Outcomes	Long-Term Outcomes
Develop baseline profiles using PSAEP for authorizers	Increase effective implementation of best practices for charters in the areas of academics, finance, and operations (Target: Decrease in the percentage of PSA related noncompliance issues reported by OSE, Finance, Audits)	All charter schools are high-quality options
	Closure, replication or creation of new programs to serve educationally disadvantaged students (Target: 5 new programs in 5 years)	Improved student performance

I. Quality Assurance System

Figure 2 provides the context for the components that make up the quality assurance system (QAS), which is comprised of continuous improvement components (performance measures) that will determine if the PSAU system is meeting the proposed objectives/outcomes for the CSP grant. The PSAU uses a QAS system to measure annual outcomes. In using a QAS, some performance measures can be used multiple times as a data point. The QAS is used to focus the process for the grant. **Figure 3** provides context for the outcome measures used to for the project. The model is also an indicator of how the process will be developed for charter developers during the risk assessment period (**Application Requirement, A(1)**).

Figure 2: QAS Model

Public School Academies Unit — Overall Quality Assurance System

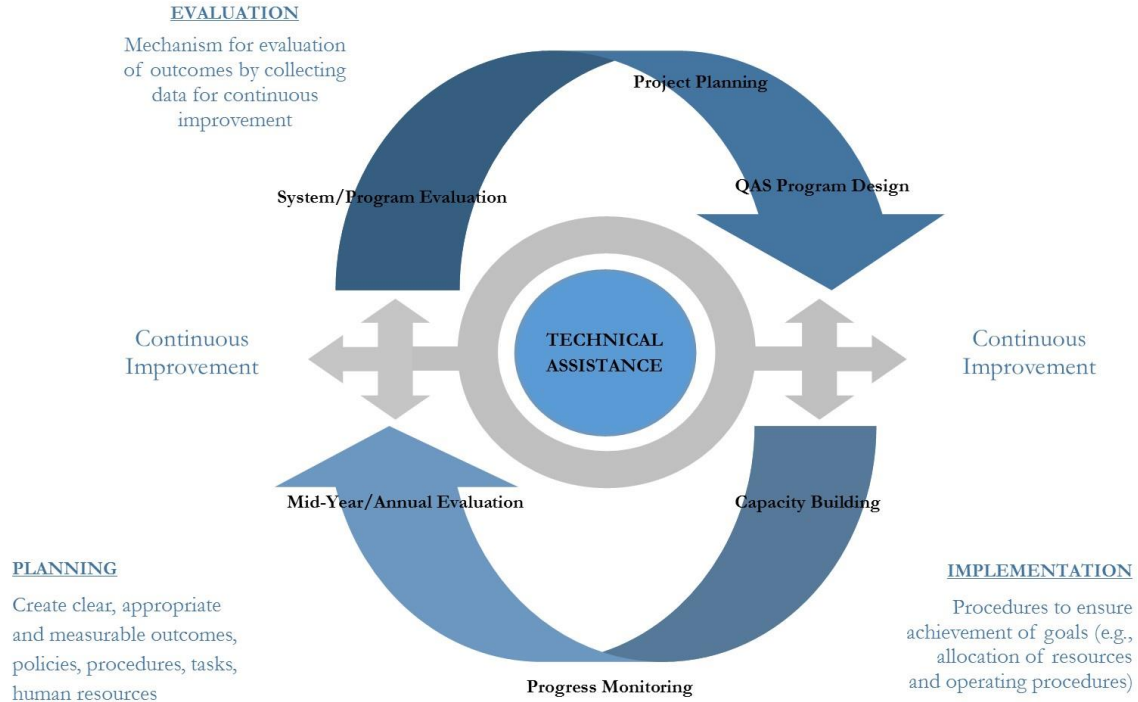


Figure 3: Quality Assurance System - Implementation/Planning/Evaluation)

	Continuous Improvement (Program) Measures
Objective 1: Increase the number of high-quality charter schools serving at-risk populations and areas of need including but not limited to content, grade level, and curriculum.	<ul style="list-style-type: none"> ➤ Annual report of high-quality options and areas of need; ➤ Number (minimum) of high-quality charter schools (20) awarded that serve at-risk; ➤ Closure of low-performing charter schools; ➤ Number of specific at-risk populations and targeted geographic areas that have support; and ➤ Sub-grants awarded through the risk assessment that support at-risk populations.
Objective 2: Provide quality technical assistance for new, expanded, and replicated programs serving educationally disadvantaged students.	<ul style="list-style-type: none"> ➤ Number of technical assistance sessions offered to support current, new, expanded, and replicated programs; <ul style="list-style-type: none"> ○ Includes Authorizer 101 and 201, and professional development support by the MDE ➤ Number of charter schools that complete a risk assessment; and ➤ Number of non-CSP schools that access the PSAU resources portfolio.
Objective 3: Upgrade and utilize PSAEP for their respective school data collection,	<ul style="list-style-type: none"> ➤ Analyze annual school and student level data for CSP sub-grantees to determine if the plan is effective in improving student performance; and ➤ Sub-grantees will have a completed data profile before the second-year release of funds.

information sharing, training, communication and support among charter schools.	
Objective 4: Improve the quality of low performing charter schools through training and technical assistance.	<ul style="list-style-type: none"> ➤ Number of technical assistance sessions offered to support current, new, expanded, and replicated programs; and <ul style="list-style-type: none"> ○ Includes Authorizer 101 and professional development support by the MDE ➤ Number of charter schools served for training and support.
Objective 5: Use current PSAEP to build profiles of authorizer strengths and weaknesses in various grade levels in charter schools.	<ul style="list-style-type: none"> ➤ Analyze annual school and student level data for CSP sub-grantees to determine if the plan is effective in improving student performance; and ➤ Annual authorizer profile and reports to provide context grade level analysis versus all grades.

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks is shown in **Figure 4**. Implementation of initiatives and day-to-day management of the grant program will be carried out, primarily, by the of the MDE's, PSAU, other MDE consultant, and by contract. A supervisor serves as liaison to other parts of the MDE, the legislature, partner organizations, authorizers, current and potential developers and other charter constituencies. A grant manager will monitor and maintain all facets of the grant. Four consultants will make ongoing program determinations, conduct desk, and on-site audits, manage communications, participate in risk review and provide technical assistance. An analyst sets up each competitive round, manages and maintains databases and budgets, and generates accountability tracking reports. A professional support staff member maintains the MDE's contract files and serves as first contact point for charter school questions and issues. The OSR will do data analysis and report on the success of the CSP applicants.

Figure 4: MDE CSP Management Plan 2018-2023

Actions	Assigned To	Timeline	Budget
Objective 1: Increase the number of high-quality charter schools serving at-risk populations and areas of need including but not limited to content, grade level, and curriculum.			
Complete risk assessment process and application revisions	Grant manager; Office of Strategic Research (OSR) consultant; partners	Spring	Personnel; contractual
Complete high-quality models list for potential developers with PSAEP	Analyst and OSR	Spring	Personnel
Award early stage planning grants to high-quality developers	Grant manager and consultant	Ongoing; quarterly	Personnel
Increase proposals including national charter school developers with proven (data-driven) programs	Grant manager, consultants, contractual	Ongoing	Personnel; contractual
Increase the number of high-quality, new or high schools that serve educationally disadvantaged students using incentive funding	Grant manager, consultants, partners	Ongoing	Personnel; contractual
Assist authorizers in closing the lowest performing charter schools	Supervisor; consultants; authorizers	Ongoing; annually	Personnel
Close the proficiency gap between charter schools and traditional LEAs	Supervisor; consultants	Ongoing; annually	Personnel
Performance targets: An average of 7 sub-grants per year; open one (1) new school, funding support for one (1) currently existing qualifying schools and four (4) expansion/replications in the first year of the grant; Maximize the number of schools to eleven (11) by year four with a scale back for the last year so the sub-grantees can fully execute the grant. There will be no grants awarded in year five, so the sub-grantees can fully execute the grant.; Minimum of 6 closures per year of below index score of 50%. Increase the percentage of 3rd and 5th-grade students proficient on state exams in Reading and Math as compared to the state average (Application Requirements I (A-G))			
Objective 2: Provide quality technical assistance for new, expanded, and replicated programs serving educationally disadvantaged students.			
Implementation of all practices described in Competitive Preference Priority 1 - 6	Grant manager, consultants, analyst, OSR	Ongoing; annually	Personnel
Funding sub-grantees to design or align their frameworks with evidence-based best practices published guidance	Grant manager, consultants	Ongoing; annually	Personnel
Conduct AV site visits to Michigan authorizers	Grant manager, consultants	Two visits per month; measured annually	Personnel

Board training of all new sub-grantees before receiving implementation funds, develop onboarding process and cohorts	Consultants; partners	Develop training by the first round; provide training to at least 50% of new boards	Personnel; contractual
Technical assistance to charter schools specifically related to best practices in serving at-risk or educationally disadvantaged	Grant manager, consultants, analyst, OSR, partners	Ongoing; annually	Personnel; contractual
Performance targets: Decrease in the percentage of charter school-related noncompliance issues; sub-grantees will provide evidence of readiness to implement intervention frameworks or best practices; Decrease in achievement gaps between at-risk and their peers both 3-5 and high school in all four content areas. Year 1 establishes a baseline (Application Requirement, A(6-10), E).			
Objective 3: Upgrade and utilize PSAEP for their respective school data collection, information sharing, training, communication and support among charter schools.			
Increase the rigor of the contracts to include a complete curriculum and outcomes that can be associated with PSAEP tool for alignment and measurement	Grant manager, consultants, analyst	Tracking procedure in place for 2017	Personnel
Monitor all submitted charter contracts to ensure all data points are added to the PSAEP	Grant manager, consultants	Annual measure in June and July	Personnel
Alignment of Authorizer 101 program to NACSA and other national standards that include specific provisions for growth and proficiency to capture in PSAEP	Consultants, analyst, partners	By Year 3 of the grant	Personnel; contractual
Align risk management review to PSAEP outcomes for the developer	Analyst, Consultants; OSR	Spring	Personnel
Performance targets: All authorizers visited and reported on twice during the grant cycle will be reported in the PSAEP; will include all sub-grantee charter contracts information such as curriculum and appropriate measurable outcomes; All new authorizers visited within 6 months of issuing their first contract will be tracked; and Information such as evidence of training, curriculum, programs, etc., will be collected (Application Requirement, B, G).			
Objective 4: Improve the quality of low performing charter schools through training and technical assistance.			
Sponsor the School Improvement Conference and Low Incidence Outreach Conferences; add breakout sessions for CSP sub-grantees and charter schools. Partner in the state and national conferences and host a grantee conference	All PSAU staff; partners	Ongoing; measure annually	Personnel; contractual
Provide best practice guidance to increasingly larger audiences using multimedia	Analyst	Fall; ongoing; measure annually	Personnel

Conduct and provide options for monthly training and professional development for charter schools	Grant manager; OSR	Annually	Personnel
Performance targets: At least 10% of the SI conference presenters will represent charter schools; 95% of CSP sub-grantees will report increased knowledge from attending the newly added breakout sessions; At least one MDE session presented at the MCCSA conference; Increase in public awareness as measured by the number of social media traffic by 30% over 5 years; One report published per year related to best practices; Presentation of report findings at SI or another conference; and Teachers participate in providing promising practices to the MDE warehouse or topics found (Application Requirement, B).			
Objective 5: Use current PSAEP to build profiles of authorizer strengths and weaknesses in various grade levels in charter schools.			
Explore methods for effectively examining and comparing charter school performance.	Grant manager; Analyst and Office of Strategic Research	Ongoing	Personnel
Continue studies and evaluations of various charter school trends, practices, and initiatives. Work with the OFS	Grant manager; Analyst and OSR	Ongoing; annually	Personnel
Evaluation of CSP program and annual performance report to stakeholders.	Analyst and OSR	Annually; measure and report	Personnel
Performance targets: Publishing of annual reports on charter school cohort performance based on grade level profile, ESP performance, and other relevant topics, minimally two (2) reports annually; Compare non-CSP awardee to CSP awardee and overall charter performance annually; Monitor all performance objectives or outcomes report; shall submit a relevant report on time each year of the grant; and Programs and initiatives refined based on results of the evaluation (Application Requirement, A(13)).			

f) Parent and Community Involvement

(meets Application Requirement C(1)(iv)(vi), Assurance A)

The development teams and potential sub-grantees are required to demonstrate that the community for the proposed charter school showed need. More specifically, the community is involved in communications to address educational gaps, underperforming schools or an innovative school design in their respective communities. Public forums and survey data (electronic or interviews) concerning need are included within the CSP sub-grant application.

Additionally, the development team and authorizer will determine how to engage parents and community for feedback. The option for input will depend on the respective community. School development teams may use social media, advertise in the paper, have town hall meetings, work with the planning commission of the community, and conduct hearings and

parent forums. Also, the development team boards are comprised of parents/guardians of current or past students, and community representation.

Michigan is increasing the mechanisms in place to solicit input from parents and other members of the community on the implementation and operation of charter schools in the state. The *Top 10 in 10* initiative provides a statewide structure to improve parent and community involvement and provide information to parents. The Parent Dashboard was recently created to allow parents the ability to compare schools based on multiple variables. Specifically, there are five strategies adopted and designed to execute this initiative statewide. Under this plan, charter schools would be asked to develop and implement engagement plans, target methods to inform parent support of their child, and expand access to free human services, and family advocacy supports. Promising practices are also emerging from authorizers who have integrated processes to evaluate better the connection made between development teams and the communities within which schools will be located. For example, within the risk assessment application process, development teams and potential sub-grantees are required to demonstrate a thorough assessment of need within the communities for the proposed charters. The demonstration includes evidence of community involvement in addressing educational gaps, underperforming schools or an innovative school design in their respective communities. Public forums and survey data around need are included within the CSP sub-grant application. The practice is currently used with the large Michigan authorizers.

Charter school boards are often comprised of parents/guardians of current or past students. Parent and community participation is also supported by the charter legislation. MCL 380.507(1) requires that the “Authorizing body shall ensure that the board of directors (of a charter school) includes representation from the local community.” Additionally, the

development team and authorizer collaborate to determine how to engage parents and community for feedback. Authorizers also survey communities once schools are operating to measure and evaluate parent and community engagement and satisfaction (**Application Requirement C(1)(iv)(vi)**).

g) Flexibility

**Supporting Charter School Autonomy
(meets Application Requirement C(1)(iii), Assurance A)**

The legislation sets the range of flexibility for charter schools and provides the *autonomy*. Consistent with 4310 of ESEA, and Part 6A of the Revised School Code, (MCL 380.501-MCL 380.507 *et seq.*) provides for a high degree of legal autonomy for charter schools. When a charter contract is issued, whether it is for a new school or reauthorization of an existing school, State statute [MCL 380.502(4)] requires:

“An authorizing body shall oversee, or shall contract with an ISD, community college, or state public university to oversee, each public school academy (PSA) operating under a contract issued by the authorizing body. The authorizing body is responsible for overseeing compliance by the board of directors with the contract and all applicable law.”

The statute is written to provide the governing board of the PSA with full authority to oversee the day to day operations in the school, while the authorizer holds it accountable to the contract and applicable law.

Flexibility and Autonomy for Charter Schools. Flexibility is embedded in all public schools to a degree. Michigan is a **local control state**, respecting the authority of local board officials to operate their schools independently within the confines of statute and regulation to seek innovative ideas. However, the emergence of utilizing partnerships is gaining strength as

the PSAU has been providing more technical assistance for charter schools. The PSAU will continue to maximize the flexibility provided to charter schools under the law to support and seek opportunities for innovation. For example, the charter schools are more able and willing to pilot various systems of support, use different grade level configurations to determine if they are more effective and whether they impact student performance. This includes piloting the development of the PSAEP and the new contract process. The flexibility charter schools possess is a benefit for the charters as well as the PSAU.

Autonomy. Michigan's charter schools are provided flexibility in design and operation regarding autonomy. Charter schools are treated as public schools, but as autonomous entities with powers and duties afforded to them under the law. Charter schools have the flexibility in providing instruction, opening grade configurations that best meet the educational needs of the students, a cyber school format, blended learning, and brick and mortar schools. The CSP grant is an opportunity to explore more innovative ideas through the risk assessment process. That is, promote more flexible ideas that show improvement, especially for at-risk populations. Results could impact policy decisions at the MDE to improve upon current flexibility. For example, an incubation type school concept for a charter school has been presented to the PSAU by a developer in collaboration with a higher education institute, which is currently being examined in partnership to verify the idea based on data profile. The law allows for the development and implementation. The PSAU can *maximize flexibility* by ensuring the ways the law can benefit charter schools is utilized to the fullest (**Application Requirement, C(1)(iii)/Assurance A**).

Contract for services. Michigan charter schools are granted specific statutory authority to contract for the services of classroom instruction, which LEAs are prohibited from doing. Teachers employed by a neutral third-party contractor are exempt from participating in the

Michigan Public School Employee Retirement System. The exemption affords each charter school an array of choices in negotiating salary and benefits packages to attract high-quality teachers. Over 80% of Michigan’s charter schools have opted to exercise this flexibility and use a service provider to manage some or all operations. As an independent LEA, each Michigan charter school operates autonomously regarding control of its budgets, expenditures, and management of funds. Authorizers act as fiscal agents for the schools they charter [MCL 380.507(1)], receive the “foundation grant” state aid funds and are required by law to transfer all but three percent for oversight purposes directly to the charter. Authorized personnel from charter schools receive access to federal formula or competitive grant awards, file reports, and account for the use of the funds. No budgetary oversight is imposed by the state beyond statutory requirements to maintain financial health. According to state statute, individual authorizers must impose some measure of budgetary and financial oversight for the charter schools they authorize [MCL 380.507(4)] (**Application Requirement, C(1)(iii)**) (**Assurance A**).

Choosing an authorizer. The state statute [MCL 380.507] allows a charter school developer a great degree of flexibility in choosing an authorizer. Ten current authorizing bodies have statewide authority. The authorizers can issue charters in any geographic location. This flexibility has been important for charters wishing to expand or move across county lines in ways unrestricted by geographically defined traditional LEA catchment areas. Several charter schools have exercised the option of seeking a different authorizer upon completion of a contract with their first, and the MDE procedures have allowed them to maintain district identity through the resulting contract changes.

Teacher certification. There have been challenges with maintaining teachers in the classroom in all public schools, but more specifically for Michigan charter schools. Michigan

Compiled Laws stipulate individuals providing instruction to Michigan's K-12 students must possess authorization to teach. The authorization shall be by virtue of a valid teaching certificate held by the individual or a permit held by the school for employing noncertified individuals in a teaching assignment. In response to the challenges, Teacher Certification Administrative Rules were revised in November of 2017 and provide additional permit flexibility. Issuance of permits has increased in number due to increased flexibility of meeting specific permit requirements. Permits are valid for individual school years and may be renewed depending on parameters and requirements of specific permit type.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** 1235-Appendix A - CSP Grant Assurances 2018.signed

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EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM (CSP)

GRANTS TO STATE ENTITIES

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 Grants to State Entities must provide the assurances described below.

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

- (A) 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;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) 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;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) 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--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) 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 through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) 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--
 - 1) Information on the educational program;
 - 2) Student support services;

- 3) Parent contract requirements (as applicable), including any financial obligations or fees;
- 4) Enrollment criteria (as applicable); and
- 5) 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.

(H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Brian J. Whiston

State Superintendent

NAME OF AUTHORIZED OFFICIAL

TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

DATE

Michigan Department of Education

APPLICANT ORGANIZATION

DATE SUBMITTED

Michigan Department of Education Public School Academy Program Staff Resumes

1. Vacant, Supervisor
2. Tammy Hatfield, Manager
3. Neil Beckwith, Consultant
4. Rajah Smart, Consultant
5. Jill Thompson, Secretary

TAMMY HATFIELD
1624 White Cliff Drive
Howell, MI 48843
(517) 579-2133/(616) 304-6812
hatfieldrtl@comcast.net

EDUCATION **GRAND VALLEY STATE UNIVERSITY, Allendale, Michigan**
Master of Education Reading – August 2003
B.S. Group Social Sciences – Elementary Education December 1997
Honors – Magna Cum Laude

EXPERIENCE **MICHIGAN DEPARTMENT OF EDUCATION**
Manager – Public School Academies – Lansing, Michigan
October 2013- Present
Consultant – Public School Academies – Lansing, Michigan
August 2012 – October 2013
Consultant – School Improvement Unit - Lansing, Michigan
August 2010 – August 2012
Reading First Consultant – Saginaw, Muskegon, Lansing and
Holland Public Schools
August 2007 – Present

WEST OTTAWA PUBLIC SCHOOLS
Elementary Principal – Waukazoo Elementary
August 2005 – June 2007

GRAND RAPIDS PUBLIC SCHOOLS
Elementary Principal – Brookside Elementary
November 2003 – August 2005
First and Second Grade Teacher – Brookside Elementary
August 1998 – November 2003
Substitute Teacher – Elementary Education
January 1998 – June 1998

MICHIGAN LITERACY PROGRESS PROFILE TRAINER
September 2001 – 2005

TEACHER CONSULTANT HOUGHTON-MIFFLIN
June 2002 – June 2004

CAREER

ACCOMPLISHMENTS

- Technical assistance facilitator for Public School Academies.
- Trained districts and schools on the School Improvement Planning process using the ASSIST platform.

- Monitored and mentored schools on the Priority List to increase student achievement.
- Organized professional workshops for new Charter Schools and School Boards.
- Monitored charter school program grants for compliance to EDGAR.
- Liaison for the merger of Ypsilanti and Willow Run School districts.
- Created and trained staff and Intermediate School District personnel on the School Improvement Review process.
- Partnerships with various educational entities.
- Researched and planned professional development for staff and central office.
- State liaison with district central office.
- Led collaborative teams to analyze multiple data sources to drive instruction.
- Led monthly Response to Intervention grade level meetings to increase student achievement.
- Chaired Vocabulary Strand, Michigan Department of Education, Summer Institute.
- Principal for a Blue Ribbon elementary school with 580 students and 35 faculty members.
- Principal for a bilingual elementary school with 250 students and 15 faculty members.
- Facilitated, as principal, an unaccredited school to a state rating of a C.
- Facilitated, as principal, a Blue Ribbon School to a state rating of an A.
- Planned and directed overall activities for elementary faculty and students.
- Monitored and facilitated Early Childhood and Montessori programs.
- Created school wide discipline and behavior support plans.
- Successful grant writing.
- Prepared and led State Audit of Title I funds.

ACTIVITIES

International Reading Association, *Member*.

Association for Supervision and Curriculum Development, *Member*.

Van Andel Institute Principal Academy, *participant*.

Coached "Odyssey of the Mind", 1998 and 1999.

REFERENCES

Mr. Mark Eitrem

Supervisor Public School Academies

Michigan Department of Education

608 West Allegan

Lansing, MI 48909

Karen Ruple

Manager High Priority Schools

Michigan Department of Education

608 West Allegan

Lansing, MI 48909

Additional references available upon request

Neil Beckwith

1665 Parkway Drive Caro, MI 48723 Cell [REDACTED]

1 OBJECTIVE

To work as a consultant in the Public School Academy (PSA) Unit of the Michigan Department of Education (MDE) providing technical assistance (TA) to stakeholders in the field.

2 EDUCATION

Grand Valley State University, Allendale, MI

Master's Degree, Educational Leadership. (Awarded April 1994)

Taylor University, Upland, IN

Bachelor of Science, Secondary Social Sciences Education. (Awarded April 1983)

3 EXPERIENCE

PSA Unit Consultant, the Michigan Department of Education. Responsibilities include TA to PSA authorizers, priority schools, school boards, federal sub-grantees, closing PSA's, and other stakeholders. -Lansing, MI (10/2010 to Current)

Superintendent, Caro Community Schools and Pittsford Area Schools. Responsibilities included serving as chief executive overseeing all matters concerning daily activities in a local public school district. - Caro/Pittsford, MI (9/2001 to 6/2010)

Secondary Principal, Pittsford Area Schools. Responsibilities included student discipline, staff recruitment and training, and student achievement. - Pittsford, MI (9/1994 to 8/2001)

Middle School/High School Social Studies Teacher, Muskegon Oakridge/Ionia Public Schools. Responsibilities included effectively teaching content, creating positive/inclusive classroom environments, and assessing and supporting student achievement- Muskegon/Ionia, MI (9/1986 to 8/1994)

4 RELATED SKILLS/ACCOMPLISHMENTS

- Authorizer assurances and verification reviews
- Passed and executed a \$17 million building project.
- Provided TA to PSA stakeholder through Webinars
- Improved student achievement in a 2,000 student district

- Coordinated staff professional learning communities.
- Provided data collection and analysis reviews
- Provided leadership support to low performing PSAs.
- Negotiated five collective bargaining contracts
- Worked regularly with Departments of Treasury and Justice.
- Built extensive district communication networks.

5 REFERENCES

Mark Eitrem, Supervisor Public School Academy Unit the MDE. [REDACTED]

Ron Schneider, Consultant the MDE. [REDACTED]

Tammy Hatfield, Manager the MDE. [REDACTED]

Kreg Sherman, Sherman Insurance. [REDACTED]

Gregg Dionne, Supervisor Curriculum and Instruction the MDE. [REDACTED]

RAJAH E. SMART

2505 Showtime Drive #313 • Lansing, MI 48912 • [REDACTED]

EDUCATION AND PROFESSIONAL LEARNING

Ed.D Educational Leadership, *current program*
University of Michigan, Flint, Michigan

M.A. Administration and Supervision, 2006
University of Phoenix, Phoenix, Arizona

B.A. Secondary Education, 2000
Western Michigan University, Kalamazoo, Michigan

Education Policy Fellowship Program, 2012
Michigan State University, Lansing, Michigan

LICENSES AND CERTIFICATIONS

- Professional Educator Teaching Certification Michigan (IF0000000232499)
Endorsements: 6-12 English (BA), 6-12 Speech (BD)
- School Administrator Certification, K-12 Level (SA0000000747575)

PROFESSIONAL EXPERIENCE (13 YRS)

Education Consultant 13, Office of Professional Preparation Services 2010 – present
State of Michigan, Lansing, MI

- Coordinate the review of educator preparation providers (EPPs) at educator preparation providers; collaborate with the Council for the Accreditation of Educator Preparation to audit higher education programs, which includes reading inquiry briefs, preparing summaries, and participating in onsite visits; and provide technical assistance to EPPs regarding approval and accreditation
- Develop, establish, and implement alternate routes process, procedures and standards for educator certification programs
- Provide technical assistance and leadership to district and building level educators, and human resources directors regarding current policy and implementations, as well as certification compliance/audit for certified staff
- Review annual data from EPPs to determine educator preparation institution score; provide technical assistance to EPPs in corrective action
- Develop and update state standards and administrative rule for school administrator and teacher leader programs
- Provide technical assistance to superintendent's office on alternate routes for school administrators and teachers; analyze current language and drafted language for administrative rule for alternate routes; update administrative rule for school administrators and contribute to teacher administrative rule updates; provide current

policy and implementations to districts, public school academies, and intermediate school districts

- Build partnerships with unions, various local educational agencies and educator preparation providers, recruit programs and stakeholders to participate in MDE priorities
- Prepare various reports for director of office as well as the state superintendent regarding performance data of various programs
- Participate in local, state, and national initiatives that support PK-12
- Coordinate committees to revise the content, curriculum, and teacher preparation standards
- Participated in interviewing committees for staffing MDE positions and the committee for choosing state teacher of the year

Public Health Consultant 12, Cardiovascular Health and Obesity
State of Michigan, Lansing, MI

2008 - 2010

- Ensured disbursement of supplemental nutrition assistant program grant (SNAP) funds to economically disadvantaged schools
- Developed contracts according to grant requirements, district policies and contracts, provided guidance, consultation and technical assistance to local educational agencies in the design, development and implementation of the project
- Coordinated with state department of education to implement local public health efforts such as the Michigan Model curriculum and Safe Schools within their respective school systems
- Audited grant activities including budgets and evaluation plans, and ensured RFP was updated for each cycle with federal requirements

Auditor, Teacher Education Accreditation Council (TEAC) - Part time
Council for the Accreditation of Educator Programs (CAEP), Washington, D.C.

2012 – 2016

- Analyzed submitted data and formulate targets for the unit audit
- Prepared audit report and send to program faculty
- Coordinated audit schedule and drafting of entire audit report
- Prepared final audit report and presented to TEAC Council

Elementary Site Coordinator/ Assistant Principal
Flint Community Schools, Flint, MI

2006 – 2008

- Coordinated after school programs for a 21st Century grant including event planning; managing vendor contracts; budgeting, training; supervising staff; developing and leading professional development
- Coordinated school improvement plan process
- Shared teaching and staff evaluation duties
- Coordinated community events; fundraising; aligning food and program with State of Michigan requirements
- Participated in and hired staff as appropriate for positions

- Developed community relations to boost participation in family night events

Coordinator/Trainer and Teacher, LifeSkills Centers
WhiteHat Management, Detroit, MI

2004 – 2005

- Leadership role in the coordination of curriculum and monthly testing sessions with Central Michigan University to obtain performance progress scores for the entire student population; assist in management of operations
- Instructed one section of English for 9-12 students, composition, and maintained accurate grade and lesson plan records
- Delivered training in management company policies and curriculum material

English Teacher, Dolan Middle School
Beecher Community Schools, Flint, MI

2001 – 2004

- Instructed two blocked sessions of 7th grade English, along with an 8th grade English class
- School improvement team participant to improve school environment and instruction

Interim English and Public Speaking Teacher
Charlotte Mecklenburg Schools, Charlotte, NC

2000 – 2001

- Instructed three sessions of advanced and two sessions of regular senior English courses
- Instructed one session of public speaking

RELATED PROFESSIONAL EXPERIENCE (1 YR)

Corporate Trainer, Data2Logistics
Platinum Equity, Grand Blanc, MI/Fort Myers, FL

2005 – 2006

- Conducted virtual training using distance learning technology, and technical assistance programs; planned and developed training delivery plans and curricula for a variety of performance-based training, including updating, maintaining, and developing instructional materials (print and electronic) and performing research for and assisting in the design of curriculum.
- Provided coaching, mentoring, and leadership to training staff; monitoring training deliveries and materials to assure quality and conformance with project objectives; conducted training needs assessments; interpreted/using training evaluation data to revise/modify training programs and delivery plans; maintained complete records of training programs, content, activities, and evaluations in accordance with procedures; developed individualized development plans, and prepared routine reports

PUBLICATIONS (6) [HTTP://WWW.RAJAHESMART.COM](http://www.rajahesmart.com)

Smart, R. (2004). All in Love is Fair: The Missing Origin. Bloomington, IN: Authorhouse.
Smart, R. (2006). Sinners have a Soul Too. Bloomington, IN: Authorhouse.
Smart, R. (2008). Clarity of Absence. Bloomington, IN: Authorhouse.
Smart, R. (2010). You Were There. Bloomington, IN: Authorhouse.
Smart, R. (2012). Black Rain. Bloomington, IN: Authorhouse.

Smart, R. (2014). *Souls of Pier 35*, Bloomington, IN: Authorhouse.

TECHNOLOGY/DATA PROFICIENCIES (13 YRS)

- Microsoft Office Suite: Word, ACCESS, Excel
- Apple Productivity: iWorks and Pages
- Michigan Certification and Data Reporting: Michigan Online Educator Certification System (MOECS), Center for Educational Performance and Information (CEPI), Registry of Educator Personnel (REP)
- Web & Course Authoring: Frontpage, Aperture, Snag-IT, Adobe Photoshop, Print Shop, Final Cut Pro
- Virtual Meeting Software: GoTo Meeting and WebEX

PROFESSIONAL AFFILIATIONS

2008 – present	American Counseling Association
2008 – 2011	American Mental Health Counseling Association
2006 – 2015	American Society for Training and Development (ASTD)
2010 – present	National Association for Alternative Certification

HONORS AND AWARDS

2001	Recognized for mentorship work with youth Michigan Youth Challenge Battle Creek, MI
2007	Program improvement of over 90% in 21 st Century Program Michigan State University Lansing, MI
2008	10 copies of Novel “Clarity of Absence” was added to shelves of Barnes and Noble as an independent
2014	Novel “Black Rain” made required reading for college and book of the month for October
2015	Recognized for five (5) years of loyal service to the Michigan Department of Education

REFERENCES

Dennis Genig, *Chair*, Schoolcraft College [REDACTED]
 Deborah Shine, *Director*, Educational Testing Services, [REDACTED]
 Phillip Caldwell, *Consultant*, Independent, [REDACTED]
 Reginald Clarke, *Manager*, AT&T Communications, [REDACTED]

JILL A. THOMPSON

437 Williams Street
Perry, Michigan 48872

OBJECTIVE

To secure a secretarial position where I may utilize my office management, organization, and communication skills.

EDUCATION

- **Perry High School, Perry, MI** High School Diploma (1979)
- **United States Marine Corps Boot Camp, Paris Island, SC** February 1980
- **Marine Corps Heavy Equipment Operator School, Ft. Leonardwood, MS** April 1980
- **World Wide Maintenance Control Center System School, Camp Pendleton, CA** November 1980

SKILLS

- Excellent communication skills
- Excellent organization skills
- Word Processing and Typing
- Data Entry
- Filing
- Multi-line telephone answering

Computer: Microsoft Office (Word, Excel, Publisher, Outlook), MEGS+, GEMS, EEM, CMS

EMPLOYMENT

Secretary 9

November 2014-Present

Michigan Department of Education, Lansing, Michigan

My position provides secretarial support to the Public School Academies Unit in the Office of Education Improvement and Innovation (OEII). General duties include word processing assignments, database entry, general correspondence, maintaining files, establishing meeting dates/locations, maintaining grant provider records, handling/routing phone calls and electronic communications, and performing other related duties as assigned.

Secretary 8

March 2012-November 2014

Michigan Department of Education, Lansing, Michigan

My position provides secretarial support to the School Improvement support in the Office of Education Improvement and Innovation (OEII). General duties include word processing assignments, database entry, general correspondence, maintaining files, establishing meeting dates/locations, maintaining grant provider records, handling/routing phone calls and electronic communications, and performing other related duties as assigned.

Principal Secretary

December 1996-March 2012

Perry Middle School, Perry, Michigan

I was responsible for the daily operations of the Perry Middle School office. Serve as liaison between staff, students and parents. Answer multi-line telephone, take messages and relay to students and staff. Create class list and schedule approximately three hundred and eighty students in a seven period day. Maintain scheduling of staff and student school events. Compose, type and proofread correspondence to staff, parents, students and the community. Develop and post monthly newsletters to the school website. Create and maintain student health and education records. Enter, retrieve and update student data into "Power School Program." Provide technical assistance to students and parents on the use of the "Power School Program". Determine office needs, order supplies, and schedule repair and maintenance services for equipment throughout the school year. Take minutes at middle school staff meetings. Design and maintain middle school attendance books in an excel spreadsheet. Open, sort and distribute all incoming mail.

Secretary/Receptionist
Kelly Temporary Services, Lansing, MI

April 1996 – December 1996

Typed letters, manuscripts, reports and assembled materials as requested. Typed various lists and manuals. Answered telephone and relayed information. Open, sort and analyze all incoming mail to unit and distributed to appropriate staff.. Established, organized and maintained files for program.

Child Provider
Perry, MI

November 1988 – March 1996

Responsible for well-being and security of children in my care. Volunteer work in school setting: playground supervisor, teacher's classroom aide, and any special events that the school may host.

Administrative Chief
United States Marine Corps, Camp Pendleton, CA

July 1980 – November 1988

Supervised the daily performance of four administrative clerks. Responsible for scheduling, ensuring schedules were followed and documenting information into the Marines Individual Training Records. Composed, typed, proofread, and prepared correspondence for signature. Set-up and maintain section files. Answered, screened and forwarded all incoming calls to section staff. Scheduled and organized materials for office meetings.

ACCOMPLISHMENTS/AWARDS

- Navy Achievement for establishing and maintained Publications Library at Camp Pendleton.
- Secretary of the Year Nominee (Michigan Association of School Personnel Administrators) in the State of Michigan in 2009.

REFERENCES AVAILABLE UPON REQUEST

Michigan Department of Education Charter School Grant Program

Letter of Support

1. James N. Goenner, Ph.D., National Charter Schools Institute

April 9, 2018

Mr. Brian J. Whiston, Superintendent
Michigan Department of Education
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Superintendent Whiston:

The National Charter Schools Institute (“Institute”) is pleased to support your efforts to improve and expand charter school growth and quality in Michigan and encourages your pursuit in securing funding through the federal Charter Schools Program grant.

Michigan’s charter schools are essential to fostering improvement and offering quality educational options. Michigan’s charter strategy and leadership in school development, growth and improvement remains critical to advancing our K-12 public education system as a whole. The Michigan Department of Education, along with many others, will continue to bolster expansion and implementation of high quality charter schools and strong academic programs should these funds be awarded to the State of Michigan.

I am pleased to offer assistance in pursuit of this grant. Please do not hesitate to reach out if our team can be of further support.

Sincerely,



Michigan Department of Education Public School Academy Program Proprietary Information

Michigan has no proprietary information flagged in these application materials.

Michigan Department of Education Public School Academy Program Additional Information

1. 2018-2023 Implementation Application
2. 2018-2023 Planning Application
3. Authorizer 101 Training Agenda
4. Authorizer Visit Tracking Sheet 2014-2018
5. Contract Checklist
6. CSP 2018 Grant Requests Total for Five Years
7. Memo to New Grantees SAMPLE
8. Parent Survey 2017-18 SAMPLE
9. Planning Grant Funds Release Template 2018
10. Risk Assessment 2018

MICHIGAN Public Charter School Program

2018-2023 Implementation Application Guidelines



2018-2023 Charter School Implementation Grant Funds

Federal Charter Schools Program Grant Purpose

Michigan has been awarded funds through the federal Charter School Planning (CSP) grant to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and (2) replicate or create new high-quality charter schools, and (3) evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

Implementation funding is available to new Public School Academies (PSAs). Funds may be used for:

- (1) informing the community about the school;
- (2) acquiring necessary equipment and educational materials and supplies;
- (3) acquiring or developing curriculum materials; and
- (4) other initial operational costs that cannot be met from State or local sources.

Implementation Grants are awarded based on successful execution of the of Planning Grant. New PSAs that have competed for, and been awarded the CSP Planning Grant, must complete the attached application. New PSAs that have not participated in the CSP Planning Grant must submit a Planning Grant Application for the expressed purpose of competing with nonprofit development teams and other eligible participants. CSP Planning is competitive so no applicant should assume they will receive grant funds, regardless of their status as a development team or PSA or a current PSA with a new school and Implementation awarded based on Planning Grant success.

A single grant provision states that an applicant receiving a subgrant under this competition is eligible for up to twenty-four (24) months of total allowable funding for Implementation activities.

Eligible Applicants

New PSAs, previously awarded planning funds and expansion and replication schools, may apply for Implementation Grants. A nonprofit development team or management company may not apply for implementation funds. A successful nonprofit development team with a pending charter contract must wait until it receives the contract and is issued a district code. Any application for implementation funds must be generated by a newly created PSA.

The federal CSP priorities require awardee states to ensure periodic review and evaluation of charter schools by their authorizing agencies, compliance with charter school oversight policies within the state, and high-quality authorizing

and monitoring processes. Applicants for implementation funding must demonstrate their authorizers have policies and processes in place to:

- formally review and evaluate the school at least once every five years, or once during the term of the contract if it is shorter than five years. The MDE and the subgrantee will conduct an interview on future PSA success;
- publish the evaluation and include a determination of whether the PSA is meeting or exceeding the student academic achievement requirements and other goals as outlined in the school's charter contract. Such determination shall be supported by data included in the evaluation; and
- utilize increases in student academic achievement of all groups of students as the most important factor in renewal decisions, as required by state law.

Lastly, the MDE wishes all new or expansion and replication charter schools to be equipped for success before opening. Certain deliverables will be required before implementation funding can be released, not limited to:

- a full written curriculum, properly resourced, as defined in materials published on the PSAU website;
- an assessment plan, fully articulated, as defined in materials published on the PSAU website;
- charter contract performance goals that include growth and proficiency, and are designed to put all students on a trajectory to career and college readiness; and
- evidence the school board has received training by an independent third party covering roles and responsibilities related to school governance OR evidence of funding set aside for such training OR commitment to participate in board training series offered by the MDE.

Additional information about these required items is presented in guidance documents available at www.michigan.gov/charters under *Grantee Information*. The MDE will convene a mandatory orientation meeting for implementation subgrantees during which these requirements will be presented as part of a funds release document.

Grant Awards in the amount of \$150,000 for planning and two awards of up to \$850,000 for up to 24 months of implementation (which may begin shortly before the school opens).

Orientation

New implementation subgrantees are required to attend an orientation conducted by Public School Academies Unit staff after the award is announced and before grant funds are released. Certain funds release requirements must be met before the release of any implementation funding.

Incentive Funding in the amount of \$250,000 will be awarded to subgrantees who propose to create, replication or expand PSAs with a primary focus in locations where there are no high need education options. Eligibility for incentive funding will be determined solely by the MDE based on information contained in the academy's charter contract and issued with the second year of implementation funding.

Funds may be awarded to PSAs for activities consistent with federal law, not limited to:

- informing the community about the school (for instance radio, print or electronic media development and dissemination costs, but not building signage);
- acquiring technology equipment and software for classroom use (e.g., computers, printers, LCD projectors, etc., as well as hook-up and installation costs);
- texts and library books for use in the educational program;
- desks, tables, chairs, and bookshelves, etc., for use in the educational program;
- educational supplies and materials (does not include general use office supplies/equipment);
- acquiring or developing curriculum materials, aligning with state expectations and preparing staff to use those materials; and
- other initial operational costs that cannot be met from state or local sources.

Funding

All funding will be subject to approval by the Superintendent of Public Instruction, based on reviewer ranking, comments, availability of funds, and MDE recommendations. Refer to **Public Law 107-110, Title V, Part B, Section 5204 (f)(3)** for allowable expenditures.

Payment and Awards Schedule

Request for payment will occur via the Cash Management System. The subgrantee is permitted to request advance payments not exceeding actual immediate cash needs and reimbursement up to the total amount of the award. Immediate cash needs mean that the recipient has incurred obligations that must be paid within three days.

Funds from each Implementation Grant will be released in two installments once the subgrantee has refined its management plan and budget to acceptable standards and met the requirements in the funds release document. The second installment and potential incentive funding will be released when the mid-year progress report is submitted, reviewed and approved.

Progress Reports

Submission of all contracts, invoices, purchase orders, canceled checks, etc. – are required to be submitted twice during each year of implementation funding: mid-year progress report and the final progress report. As mentioned previously, the release of one-half of the PSA's award is predicated on the successful review of the mid-year progress report. Funds may not be released after a subgrantee's grant period has ended. Unreleased funds are forfeited by the subgrantee.



Implementation Grant Application

I. CHARTER SCHOOL INFORMATION

Name of Charter School

Public School Conversion?

Type of School (Cyber/Non)

Grade Level(s) to be Served Projected Enrollment

Does your charter school share space with another public school?

Is your charter school led by a principal or teacher-led?

Charter School Administrator
Number

Charter School Administrator Phone

Charter School Administrator E-mail Address

II. ASSURANCES

Commit to the required *Assurances and Certification* by reading each one, checking the boxes and submitting the MEGS+ application. When clicking the SUBMIT button, a list of assurances and certifications will appear. Read each one carefully to ensure compliance and then continue with the submission process only if you intend to comply. Those schools that have received a planning grant have already submitted this. New PSAs will need to complete this step.

IV. MANAGEMENT PLAN

Each applicant must complete the MEGS+ *Management Plan* pages showing the specific activities that will be accomplished with these grant funds. The process will be done by consolidating the activities described in the narrative that are intended to undertake with grant funds, for the project period, into a comprehensive workplan.

Each task in the management plan must be uploaded into MEGS+ and will include the following:

- Task number
- Task title. This is a general category such as professional development, curriculum alignment or grant management. You will choose the task title from a list of possible choices
- Task Description (must include):
 - details about the work that will be performed
 - name of the consultant/contractor/vendor who will perform the task OR criteria the board will use to select a qualified individual
 - the hourly rate, if applicable
 - estimated number of hours, if applicable
 - unit cost if purchasing supplies, equipment, technology
- Deliverable description. Describe what the board will have in hand when the task is complete. Examples: 10 Dell 500 PCs, 15 Smartboards installed in classrooms and library, 15 new staff members trained to analyze data from MAP assessments, a written report to the board including a curriculum evaluation matrix identifying strengths and weaknesses of 5 curricula based on six criteria, a written report to the board comparing three facilities and costs to bring each up to code. NOTE: "Research" is not a deliverable unless it is presented in written form to the board.

Through the consistent use of task numbering there should be an obvious one-to-one correspondence and synchronization between the Management Plan Pages and Budget Detail posted within the MEGS+ application.

We would prefer you to identify (by name) as many vendors and consultants as early as possible so that we can validate your understanding of the guiding principles of EDGAR. Specifically, who will provide services, and how will they be

paid (hourly rate and estimated number of hours). If you have not yet identified vendors, please include a general note that describes the criteria and process the school board will use to select qualified experts. Vendor contracts to be paid for with grant funds must be provided to the MDE to ensure activities related to those contracts are allowable, reasonable and necessary expenses.

Care must be taken by development teams and PSA School Boards to utilize these funds as efficiently and effectively as possible. Activities supported by grant funds must be directly in conjunction with opening a new school, and may not be used by ESPs to train or orient existing staff.

We strongly discourage the practice of removing teachers from classrooms for the purposes of conducting training for new teachers. As such, new teacher training in classrooms should be completed in a form or manner that permits the current teacher to remain in their own classrooms with their own students. In these instances, compensation for the new teachers as well as the acquisition of supplies and materials necessary to perform that training may be charged to the grant.

V. BUDGET DETAIL

Complete the MEGS+ "Budget Detail" page showing what funds you are requesting for purposes of this subgrant program (up to the amount of the award) and how you will use them. Each budget line item requires:

1. Function Code. For definitions of the function codes used in the budget summary, see the School Accounting Manual, beginning on page 24. See: http://www.michigan.gov/documents/appendix_33974_7.pdf
2. Task number (to correspond with a management plan entry)
3. Description. An abbreviated version of the management plan description. You may use the Task Title from the management plan here, if you choose.
4. Object Code. This entry categorizes the expenditure. For a short tutorial on using object codes, watch the Budgeting Basics webinar at www.michigan.gov/charters (click the Webinar Archive link to see a list of webinar topics)

VI. NARRATIVE

Answer the narrative questionnaire that follows.

When you have completed the narrative, use the *Narrative Uploads* page in MEGS+ to attach the Narrative file to your MEGS+ application.

Narrative Questionnaire

1. List the identified tasks and deliverables from the final MDE-approved management plan for the planning grant project OR if you are applying for year two implementation funding, please list tasks and deliverables from your year one grant. Explain how tasks and deliverables have been achieved to date and provide data to document those achievements. Be specific. Do NOT just report that tasks and deliverables have been achieved.
2. Provide a narrative description of the proposed educational program with detail as to how the grant funds have and will continue to support implementation of the program. In addition to describing grant-funded activities, provide information about tasks and activities that may not be included in the proposed management plan, but are central to start up efforts.
3. Provide a budget narrative that explains the purpose of every expenditure with specific detail regarding who, what, when, where and how much.

MICHIGAN Public Charter School Program

Grant Period 2018-2023 Planning Application Guidelines



Interested **applicants should complete** the Planning Grant Application Checklist prior to the application submission due date.

Completed applications must be received at the Michigan Department of Education via the Michigan Electronic Grants System (MEGS+) by:

Yearly competitions will occur in October and April. This will allow for a comprehensive Risk Assessment review and application cycle. Initial competition date may be advanced dependent on Award notification.

Year 1 Initial November, 2018

Review panels are expected to **score** the applications:

Year 1 Initial December, 2018

Subgrant award announcements:

Year 1 Initial January, 2019

2018-2019 Charter School Planning Grant Funds

1. Overview.

Charter public schools in Michigan are schools organized under Public School Academies (PSAs). These PSAs are considered districts and must be organized under one of four sections of the Michigan Revised School Code. Please go to www.legislature.mi.gov, click on "Basic MCL Search" (on the left hand menu) and enter the MCL numbers below to download and read the entire applicable sections of law before deciding which kind of PSA is being developed:

Part 6A (MCL 380.501-380.507) for Public School Academies
Part 6C (MCL 380.521-380.529) for Urban High Schools
Part 6E (MCL 380.551-380.561) for Schools of Excellence
Part 16 (MCL 380.1311b-380.1311m) for Strict Discipline Academies

Public school academies must be tuition-free and non-discriminatory in all policies and procedures. A single PSA (district) may have multiple charter public schools subordinate to it.

Most of Michigan's Public School Academies, as defined in statute, meet the federal definition of a "charter school" and are thus eligible for Program Planning and Implementation subgrant funds. However, some PSAs that do not count pupils for the purpose of receiving state aid do not meet federal criteria for eligible applicants, and other PSAs (typically Strict Discipline Academies) do not meet the federal criteria for open enrollment due to the planned institutional environment and therefore are not eligible to apply.

2. Federal CSP Grant Purpose.

Michigan has been awarded funds through the federal Charter School Planning (CSP) grant to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, (2) Replicate or Expand high-quality charter schools and (3) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

To that end, the MDE invites proposals from PSA developers for up to 18 months for planning and program design to support:

- Implementation of strategies to develop and maintain a high quality charter school in high needs areas,
- Professional development, resources and infrastructure to support the opening of high quality charter schools, and

Funding will be released in two stages to support the healthy opening, capacity building and sustainability of the charter school:

- Planning funds: up to \$100,000 risk assessment team approval to move forward and upon satisfactory completion, MDE approval of subgrantee's required action items in the Initial Funds Release Document and letter of intent or charter contract from an authorizer that indicates the application has been reviewed by an authorizer and deems the application to have merit.
- Stage II: up to \$50,000 upon satisfactory completion and MDE approval of subgrantee's Stage I Progress Report, revisions to the original Planning Grant Application to bring rubric scores up to Level 4, a contract or commitment from an authorizer. Funds may be used for the incubation or professional development of instructional, support and administrative staff, in part or whole for the development of necessary systems, resources, supplies and materials (including technology) that may include but not limited to a full written curriculum, school operations manual, teacher evaluation tools and protocols, positive behavior support systems, assessment plan and schedule, school improvement plan and schedule, instructional learning cycle plan and schedule, necessary renovations for school building to comply with applicable statutes (excluding construction), initial transportation startup costs, community engagement activities (including recruitment) necessary to open a high quality charter school and a charter contract, any additional pre-opening expenses and satisfactory completion and the MDE approval of subgrantee's Stage I Progress Report. Any unspent planning funds will require a management plan amendment to transfer them to implementation.

Implementation funding is available to successful planning subgrantees who meet implementation eligibility requirements set forth in the Implementation Funds Release Document, for up to the first two years of operations of a new PSA for purposes of equipping and supplying the new school; developing needed materials and systems; and acquiring curriculum materials, texts, classroom equipment, and supplies. Successful planning subgrantees apply, but do not compete again for implementation funds. The subgrantee will participate in an interview and discussion with the MDE and the authorizer to outline progress for school success and sustainability.

This grant program and the federal statutes that accompany it require strict and full adherence to allowable funding. An applicant that receives a subgrant under this competition is eligible for up to forty-two (42) months of total allowable funding dependent upon the date of the subgrant award, the date of authorization of the charter school, and the availability of federal funds.

3. Eligible Applicants.

Only nonprofit corporations are eligible to apply for the CSP. Nonprofit corporations seeking to become an Education Service Provider (ESP) may not serve as the applicant for the proposed school. If a school has received a charter and a district

code, the PSA nonprofit corporation holding the charter may apply. A district code must be granted to a Michigan nonprofit corporations to apply for a subgrant.

A for-profit entity does not qualify as an eligible applicant. An ESP may help prepare an application for a subgrant award if it is acting as an agent of the charter school or proposed charter school board. However, an ESP must provide documentation that they are acting as the agent of an eligible nonprofit applicant, and the contact person for the application must be part of the nonprofit development team.

Grant applications that contain significant portions of material that is duplicated without attribution from other applications and without explanation as to why such material is relevant to the application may be deemed to demonstrate false, fictitious or fraudulent statements. The MDE reserves the right to deny access to the CSP funds if a potential applicant or awardee is determined to have violated Title 18, MCL 380.1001 of the U.S. Code, which specifically prohibits anyone applying for federal grants from presenting "any false writing or document knowing the same to contain any materially false, fictitious, or fraudulent statement or entry." Additionally, the U.S. Department of Education's policy regarding research misconduct dated December 2, 2005, describes the potential remedies for plagiarism or other forms of research misconduct in the Education Department General Administrative Regulations (EDGAR), "including the temporary withholding of cash payments, the disallowance of costs, and suspension or termination of an award." Thus, any application that contains significant portions determined to have been copied from any other application (without providing sufficient credit) may be denied and returned to the applicant with "Modifications Required," or, if reviewed, have points deducted for each plagiarized section. MDE shall use a peer review process, augmented by any of the available plagiarism detection tools necessary, to make this determination.

In addition, applicants must have completed all of the following federally-required action steps prior to Planning Stage II:

1. The applicant must have applied to at least one Michigan authorizer for a charter within the initial Stage I of planning.
2. The applicant must have **formally informed** the authorizer of their intent to apply for federal charter school planning funds and **provided the authorizer with a copy of their subgrant application Prior to Stage II funds release.**
3. A copy of the authorizer notification/application transmittal letter to the authorizer must be **provided to MDE acknowledging the contract if no current school code is in the Education Entity Master.**
4. The application will be subject to review by the risk assessment team.

The MDE will check to ascertain that these steps have been completed before the review of any subgrant application. If the above action steps cannot be confirmed by MDE the application will not be reviewed and considered for a grant award. **If the MDE is unable to confirm that the identified authorizer has received both an application to charter and a copy of the planning grant application, Stage II funds will not be released by the MDE.**

CSP subgrant awards are specific to the proposed charter public school academy and the community targeted at the time that the application is submitted. The subgrant award competition weighs the projected need of the community identified, students to be served, and how the charter school will address those needs. Material changes to the project, after the award, may result in the freezing and/or recouplement of funds.

A private or nonpublic school does not qualify as an eligible applicant. A **nonprofit organization seeking to apply for subgrant funds for the purpose of assisting or supporting conversion of a private or nonpublic school to a charter public school are likewise not eligible for funds.** CSP funds may not be used to support conversion of existing private or nonpublic schools.

Schools entering into a matriculation agreement to provide for enrollment priority of applicant students under such an agreement may not be eligible for CSP funds. Additionally, no enrollment priorities can be offered or may be provided between existing schools and the new school during the project period.

To avoid conflicts with the federal definition of a new charter school, **eligible applicants must have their own school sites, administrators, building codes, their own educational goals, objectives, and strategies, and may not provide enrollment priorities between schools.** For the purposes of grant audit tracking, the applicant PSA **must also have its own independent budget and property inventory.**

Through a review of annual independent audit findings, the MDE is aware of a significant number of PSAs and for-profit ESPs that currently engage in what appear to be related-party transactions (as defined in Statement of Financial Accounting Standards No. 57) involving management agreements, vendor contracts and facility and/or equipment leases. **The MDE has determined that these apparent related-party contracts do not meet the threshold of an arms-length agreement and do not meet the EDGAR stipulation that speaks to the avoidance of any "appearance of a conflict of interest."** As such, applicants should avoid associating with vendors that have been involved in documented related-party transactions in other PSA audits within the last three years. Any involvement on the part of applicants with those related parties will result in that applicant being classified as an "at-Risk" applicant, thereby requiring a special, more detailed reporting regimen. The MDE will maintain a list of individuals and entities with formally documented instances of related party transactions.

And finally, it is the intent of the MDE to use these planning grant funds to expand quality choices for parents and students. The MDE has no desire to support the creation of new PSAs that do not adhere to the highest standards of transparency. **Any PSA must abide by the state's transparency statutes in order to be eligible to apply for these CSP funds.**

The Public School Academies Unit within the MDE will verify eligibility, and those not meeting transparency requirements as determined by the Public School Academies Unit will not have their applications reviewed. Any PSA

that has not already updated their charter contract to satisfy the transparency requirements as set forth in Public Act 277 of 2011 will not be eligible.

4. Grant Awards.

Planning/Design and Implementation subgrants may be awarded for a total period of up to forty-two (42 months), with no more than 18 months used for planning with funds up to \$150,000 and no more than two school years (24 months) used for initial implementation of the new school. Subject to availability funding for implementation may equal \$850,000 for each year (plus \$250,000 incentive funding if awarded).

The applicant should propose a customized schedule that fits its unique situation, while ensuring that no more than 42 months total are used. Second year implementation funding may be issued if Year 1 funds are issued with more than 12 months remaining in the grant window.

All CSP funding to subgrantees is subject to availability and may be terminated or withdrawn without notice by the MDE and/or the United States Department of Education.

All funding will be subject to approval by the MDE Superintendent of Public Instruction, based on reviewer ranking, comments, availability of funds, and Public School Academies' recommendations. Every successful applicant will receive a "Funds Release Document" that will outline in specific detail actions the applicant must take to have funds released and available for drawdown. **As a reminder, funds from this grant may only be drawn down on a reimbursement basis.**

5. Required Activities.

Among the activities included in each CSP subgrant application's budget and budget work plan must be participation in some level of training and orientation services to strengthen the quality of the charter applications under development and to **increase the capacity of board and school leaders** to implement a quality charter school. **However, no subgrant funds may be used to train, familiarize, or equip contractors or vendors.**

The nature of the training to be provided may vary depending on the skills, assets and needs of each subgrantee. Training is customizable and may be delivered by the provider(s) of each subgrantee's choice. However, each subgrantee is expected to participate in staff professional development that includes one or more of the following core areas:

- School Management and Leadership
- Curriculum Design and Assessment
- Cultural Diversity
- Teaching and Learning
- Community Relations/Stakeholder Involvement
- Fiscal Management/Resource Development

➤ Effective Personnel Management, Including Evaluations

It is required that each subgrantee will avail themselves of these grant funds to purchase training and technical assistance for the new school staff and administration. *If this is a replication application staff may be supported through technical assistance and salary compensation to successfully replicate.*

Subgrantees must plan for professional development in their Management Plans and budgets. Professional development may include participation of the new school's staff in job shadowing and team teaching-type activities. Once more, these funds may not be used to pay for substitutes, or to pay new staff to act as substitutes.

The MDE will offer at least **two mandatory** orientation sessions for the planning round to orient all subgrantees to their federal grant management responsibilities. The initial orientation will be to train subgrantees in executing and managing the grant. The second orientation will occur once all application rubrics have reached the level 4 status. An additional **mandatory** orientation will be held prior to MDE approval of Implementation funding. The MDE will also provide a series of webinars and technical assistance visits to inform and advise CSP stakeholders on the wide range of issues surrounding the CSP grant, authorizer functions, and other related topics.

The MDE staff will conduct periodic meetings during the grant cycle with the development board to verify that the timelines are on target for completion. Once a site has been established and a school is open, the MDE staff will attend board meetings and conduct school implementation visits with a technical assistance component connect to the visits.

6. Payment Schedule.

Request for payment will occur via the Cash Management System. The subgrantee is permitted to request advance payments not exceeding actual immediate cash needs and reimbursement up to the total amount of the award. "Immediate cash needs" means that the recipient has incurred obligations that must be paid within **3 days. Failure to follow this guidance may result in the holding of funds or fund drawbacks.**

7. Application Components

A. MANAGEMENT PLAN

Complete the MEGS+ "Management Plan" pages showing the specific activities you will accomplish with these grant funds. This will be done by consolidating the activities described in the narrative that you intend to undertake with grant funds, for the project period, into a comprehensive work plan.

Each task in the Management Plan must be uploaded into MEGS+ and will include:

1. Task number. Use 1-2, 1-2, 1-3, for tasks that will occur during Stage I, use 2-1, 2-2, 2-3, etc. for tasks that will occur during Stage II.
2. Task title. This is a general category such as professional development, curriculum alignment or grant management. You will choose the task title from a list of possible choices.
3. Task Description. This must include:
 - a. Details about the work that will be performed.
 - b. Name of the consultant/contractor/vendor who will perform the task
OR criteria the board will use to select a qualified individual
 - c. The hourly rate, if applicable
 - d. Estimated number of hours, if applicable
4. Deliverable description. Describe what the board will have **in hand** when the task is complete. Examples: a written report to the board including a curriculum evaluation matrix identifying strengths and weaknesses of 5 curricula based on 6 criteria, a written report to the board comparing 3 facilities and costs to bring each up to code. NOTE: "Research" is not a deliverable unless it is presented in written form to the board.

Through the consistent use of task numbering there should be an obvious one-to-one correspondence and synchronization between the Management Plan Pages and Budget Detail posted within the MEGS+ application.

We would prefer you to identify (by name) as many vendors and consultants as early as possible so that we can validate your understanding of the guiding principles of EDGAR. Specifically, who will provide services, and how will they be paid (hourly rate and estimated number of hours). If you have not yet identified vendors, please include a general note that describes the criteria and process the board will use to select qualified experts. Vendor contracts to be paid for with grant funds must be provided to the MDE to ensure activities related to those contracts are allowable, reasonable and necessary expenses.

Additional notes:

- Activities in Stage I cannot be budgeted for more than \$100,000 (for awardees receiving planning grants)
- Total budgeted for Stages I and II cannot exceed the total award amount. Purchase of durable office equipment and technology for use in Stages 1 and 2 is limited to a maximum of \$10,000 for planning grantees unless additional requests are approved by the MDE.

B. BUDGET DETAIL

Complete the MEGS+ "Budget Detail" page showing what funds you are requesting for purposes of this subgrant program (up to the amount of the award) and how you will use them. Each budget line item requires:

1. Function Code. For definitions of the function codes used in the budget summary, see the School Accounting Manual, beginning on page 24. See: http://www.michigan.gov/documents/appendix_33974_7.pdf
2. Task number (to correspond with a management plan entry)

3. Description. An abbreviated version of the management plan description. You may use the Task Title from the management plan here, if you choose.
4. Object Code. This entry categorizes the expenditure. For a short tutorial on using object codes a watch the Budgeting Basics webinar will be conducted by the MDE.

C. NARRATIVE

Answer the narrative questions included in Appendix B, outlining the school that you are proposing to open. If you do not yet know the answers to any question, state specifically the steps you plan to take as part of your subgrant-funded work. Please keep in mind that peer reviewers will be scoring your application based on the information you provide and its alignment to the evaluation rubric. Do not assume that all peer reviewers will know the details of any theory or practice. Be as specific and detailed as possible.

A MS-Word template may be downloaded from www.michigan.gov/charters or from inside the MEGS+ charter school subgrant application. See also the Planning Subgrant Application Rubric in Appendix C for additional details and descriptions of what is expected to be provided in the Narrative responses. When you have completed the narrative, use the "Narrative Uploads" page in MEGS+ to attach the Narrative file to your MEGS+ application.

*******PLEASE NOTE: Applications are limited in length. Your narrative (excluding exhibits) may be no longer than fifty (50) pages in total.*******

PLANNING GRANT APPLICATION CHECKLIST 2018-2023

Completing each of the action items listed below will help ensure timely and accurate submission of all subgrant materials.

REQUIREMENTS PRIOR TO ACCESSING THE GRANT

1. ☐ **Obtain Articles of Incorporation**

Please allow 4 – 6 weeks for processing of articles. The MDE does not accept articles with “pending” status

The nonprofit corporation must be registered with the Corporate Division at the Michigan Department of Licensing and Regulatory Affairs (LARA) with at least three board members. If the applicant already has a charter and district code, the articles of incorporation should already be on file in LARA. Annual reports must be up to date.

- LARA website:
http://www.michigan.gov/lara/0,1607,7-154-35299_35413---,00.html

2. ☐ **Obtain a Data Universal Numbering System (DUNS)**

Suggested completion: 30 days prior to application due date

- DUNS Registration url: <http://fedgov.dnb.com/webform/index.jsp>
- DUNS User Guide: http://www.michigan.gov/documents/mde/UserGuide_-_DUNS_417042_7.pdf

3. ☐ **Obtain a Federal Employer Identification Number (FEIN)**

Suggested completion: 30 days prior to application due date

- FEIN registration: <http://www.irs.gov/businesses/small/article/0,,id=102767,00.html>, or call the Toll-Free phone number [REDACTED]

4. ☐ **Register in the Educational Entity Master (EEM)**

Suggested completion: 20 days prior to application due date

Development groups that already have a charter and district code are registered in the EEM by the MDE. If you do not already have a district code, register in the EEM as a Non-School Recipient (NSR) entity and submit the EEM Security Agreement to obtain a temporary district code. NOTE: In all cases, the applicant’s board president (including contact information) must be listed in the EEM record.

- EEM Login: <https://cepi.state.mi.us/eem/Default.aspx>
- EEM Registration and Security form:
http://www.michigan.gov/documents/mde/EEM_ONSR_Security_Form_2013-01-16_410465_7.doc

5. ☐ **Obtain a Michigan Education Information System (MEIS) Account**

Suggested completion: 20 days prior to application due date

For individuals who will interface with Michigan's grants system and cash management system. Obtain a MEIS account and print the account verification page that shows your login and password. This is the login and password you will use for both the grant and cash management systems.

- MEIS registration: <https://cepi.state.mi.us/MEISPublic>

6. ☐ **Register in Michigan Electronic Grans System (MEGS+)**

Suggested completion: 20 days prior to application due date

For individuals who will interface with the grant system, download the MEGS Security Authorization from and fax it to the number listed at the bottom of the form.

- MEGS+ security agreement:
http://www.michigan.gov/documents/MEGS-Security-Agreement_85716_7.pdf

7. ☐ **Request access to Planning Grant Application**

Suggested completion: 20 days prior to application due date

To receive access to the Planning Grant Application, please contact Jill Thompson at [REDACTED]. Once you have access to the application it will become available in the MEGS+ system.

APPLICATION PREPARATION

8. ☐ **Complete the narrative responses**

Adhere to the 50 page limitations (this includes the letters from steps 9 and 10). Applications containing more than 50 pages of narrative will not be reviewed.

- CSP Grant application:
http://www.michigan.gov/mde/0,4615,7-140-6530_30334_40088-322108--,00.html

9. ☐ **For applicants that do NOT have a district code, provide MDE with a copy of the authorizer's letter confirming intent to authorize when available.**

A copy of the intent to authorize letter must be uploaded into MEGS+ as part of Question #29 of the narrative responses.

10. ☐ **Provide the MDE with a copy of the signed letter notifying the authorizer of intent to apply for federal grant funds.**

A copy of the intent to apply for grant funds letter must be uploaded into MEGS+

as part of Question #29 of the narrative responses.

- 11. ☐ Procure and submit copies of all applicable partnership agreements, letters, waivers and notifications certifying eligible applicant status.**

Submit as exhibits to the end of your narrative. With the exception of the items required in Question #29, additional exhibits do not count toward the 50 page limit.

APPLICATION SUBMISSION

**The following steps are to be completed
on or before the required application due date**

- 12. ☐ Login to the MEGS+ system and complete the application**

Use the **MEGS+ User Guide** below to ensure all required items to be submitted as part of your grant application.

- MEGS+ login: <https://mdoe.state.mi.us/megsplus/>
- MEGS+ application submission user guide:
http://www.michigan.gov/documents/mde/Using_MEGS_Plus_362840_7.pdf

- 13. ☐ Verify the application status indicates "Application Submitted."**

Applications not properly submitted will not be considered for review.

- 14. ☐ Send the letter of intent to apply for grant funds along with a copy of the planning grant application to the authorizer**

The authorizer's office should have these items no later than one day after the application due date.

The MDE will check to ascertain that these steps have been completed before the review of any subgrant application. If MDE is unable to confirm that any one of the steps as properly completed, the application will not be reviewed by the MDE.

Appendix B Narrative Questionnaire

Assessment of Community Need

- 1) Describe the **characteristics of the population and community** where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius from the proposed location of the school. Include a well-articulated schedule of community meetings and initial development team plan.
- 2) Provide a thoughtful and detailed description of the **unmet educational needs of the community**, with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. This information may include the number of priority schools in close proximity to the planned location and the educational opportunities not currently available.
- 3) Provide **measurable or quantitative evidence that the community recognizes the need** for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program.

Student Population

- 4) Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's **anticipated enrollment** in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year.
- 5) Identify the **demographic make up of the proposed population** and **where these students are most likely being educated currently**. Estimate the percentage of students the proposed charter school expects to qualify for **federal free and reduced lunch** subsidies.
- 6) List and describe the existing schools in the area (public, private and parochial) along with the distance from each existing school to the proposed location of the new school. Detail the **competitive advantages** that will set the proposed charter school apart and attract students. If the proposed school is an elementary school, describe matriculation options for students. For proposed high schools, include descriptions of feeder schools.
- 7) **Show how your plan has been shaped by the developmental and learning needs** of students to be served.

Educational Program

- 8) Describe the vision, mission and **educational goals** of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the

mission and vision. Explain how these are unique or different from the other schools in the community.

9) Describe the evaluation process and the criteria used by the development team to **compare curricular and instructional approaches**. Describe the approaches considered and explain why the approaches chosen fit the PSA's target market and its educational goals. Explain why other specifically identified approaches considered were not chosen.

10) Provide a general description of the **curricula** to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to career and college readiness. **List the curriculum related documents and resources** that will be provided to teachers when the school opens, and indicate how the grant will be utilized to create or customize these documents. Explain how teachers will be trained to fully implement the chosen curriculum. Detail the alignment to the standards, how formative and summative assessments will align to the curriculum, and resources necessary to meet the goals.

11) Provide an overview of the **instructional design** and program to be emphasized by the school, with particular **emphasis on how this approach will enhance student achievement**. Be sure to detail the research foundations for the educational approach and evidence to support its success with similar populations. Outline steps the school will take to **ensure that its teachers understand, gain skills needed for and practice** the instructional model chosen. Detail the training and professional development available to all new staff to the academy.

12) Thoroughly describe the **interventions and support services** to be provided by the school (e.g., extended time, Head Start, latchkey, extracurricular activities, tutoring, language support, computer training, social work services, accelerated learning for advanced students, etc.) and explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented.

13) Describe the ways in which the proposed charter school will ensure high-quality services to **educationally disadvantaged students** including students with disabilities, English learners and students with low incidence disabilities. Describe how these services will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific ISD special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA).

14) Specify the proposed charter school's anticipated **date of opening**, and briefly describe the proposed school **calendar** and **school day schedule**. Identify if you will seek any **waivers** of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule.

Student Recruitment and Community Involvement

15) Briefly describe the proposed charter school's **advertising and recruitment plans**, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment.

16) Describe any early intervention and/or other **retention strategies** which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all.

17) Describe proposed methods for **involving parents and community members** in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date.

Assessment and Evaluation

18) Describe the **assessment program** and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to **improve teaching and learning** for all students in all content areas. If applicable, describe how grant funds will be used to further develop the assessment program.

19) Describe the anticipated **annual standards** or measures of student achievement that you expect. Take into account that the adopted Michigan state assessment may not be given every grade in every year. How will you set annual growth targets? How will you communicate progress toward the standards/targets to students and parents?

20) Michigan's **School Improvement Framework (SIF)** outlines objectives of public schools that go beyond student achievement – for instance, leadership, climate, community involvement, teacher retention etc. (See the full SIF at http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf) Identify what **data the proposed school will collect** to determine whether the school is achieving these objectives. If applicable, describe how grant funds will be used to further develop the school improvement process.

Project Team

21) List the names and addresses, and roles of all principal **organizers of the proposed charter school**. Briefly describe the strengths, experiences, and expected contributions of each member of the development team, including previous governance experience and/or training. Specifically identify the individual who will manage the funded grant project and what role they will play with the development team and the nonprofit board.

22) Name the **Board of Directors for the nonprofit applicant**, and provide contact information for each (address, telephone, email). Identify officers of the Board. Identify the **role the governance board will have in oversight and**

management of the grant project. Identify any persons and/or entities or other parties employed by or to be affiliated/contracted with the applicant that will be involved in management and implementation of the grant project activities. Please note that subgrant funds may not be used to pay board members for services provided. **Identify and list qualifications of proposed service providers (vendors and employees),** if subgrant funds are proposed to be used to compensate these organizations or individuals for activities and work to be completed as part of the subgrant project. If service providers have not been identified, describe a process and criteria for selecting qualified experts.

22(a) Michigan's education management organizations are heavily overrepresented by for-profit agencies. To assist in balancing this ratio, MDE awards priority points for schools that self-manage their education programs or utilize not-for-profit organizations. Indicate whether the proposed school will utilize an education management organization (EMO) or self-manage. If the school chooses to use an EMO, please indicate whether the EMO is a for-profit company or a not-for-profit company (supply the Michigan nonprofit identification number if applicable). If the developers propose to use an EMO for personnel only, please clearly describe the relationship.

23) Briefly describe the anticipated staffing, management and **governance structures for the proposed charter school.** Name the PSA Board candidates to be proposed and provide background qualifications and contact information (address, telephone, email) for those named. Outline here any past or planned training and orientation designed to enable the governance board for the school to understand their governance responsibilities.

24) List the authorizer(s) to which the nonprofit has applied for a charter and describe the progress made toward obtaining a charter to date. Describe the team's past efforts to obtain a charter and detail related outcomes. Describe the **anticipated working relationship** between the proposed school and the authorizer.

25) Describe your plan or process for building leadership/governance capacity for the school you are planning to create. Within the answer, please address relationships with any or all of the following entities: partners (school/organizations), vendors (education service providers), or volunteers and how each will contribute to building leadership/governance capacity.

Facilities

26) Provide a description of the **physical facility**, suitability of space and provisions for specialized space (if any) for meeting Michigan's legal requirements. If no facility has yet been identified, describe the activities you will undertake to locate possible sites that **meet Michigan requirements**, and criteria you will use to evaluate them. Include projected cost calculations, as appropriate. If applicable, describe any purchase or leasing arrangements, and/or construction or renovations that must occur to ensure adequate facilities. Include detailed information about **anticipated budget, costs and financing arrangements.** Indicate what stage the preparations are in and what work has been completed, and what your estimated timeline for completion will be.

Note: Expenditures for facilities are limited to carrying out renovations to ensure that a new school building complies with applicable statutes and regulations, and minor repairs (excluding construction).

Financial Information

27) Describe your proposed project tasks/activities using the Management Plan template. In your MEGS+ budget, detail all **grant related costs** and cross reference them to the proposed tasks/activities. Indicate the total amount and sources of pre- or post-operational funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, subgrants, etc. Note which are secured and which are anticipated and include evidence of firm commitments if possible. Detail plans for meeting financial needs **after the grant funds have been completely expended**, and if anticipated revenues are not received or are lower than the estimated budget.

28) Describe all anticipated **contractual relationships** not already described that the school and the nonprofit applicant expects to enter into to ensure the establishment and effective operation of the proposed charter school. Address any anticipated **related party transactions**, paying particular attention to any relationships between the persons identified in Questions 20 - 24, founders and registered agents for the nonprofit corporation, anticipated Education Service Providers and/or anticipated facility owners/lessors/sellers. (NOTE: the Education Department General Administrative Regulations (EDGAR), Section 80.36 Procurement, prohibits a real and apparent conflict of interest in procurement. EDGAR may be found at the link: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> Failure to comply with EDGAR and other state and federal requirements may require repayment of funds received and loss of future grant funding.) If related party transactions are identified, or there is a potential conflict of interest involving any of the parties identified, how does the project propose to resolve these matters before any subgrant award funds are paid to the project. Address the existence and implementation of appropriate board policies to address potential conflicts of interest and/or related part transactions.

Conclusion

29) Present any **other information** you believe to be relevant or compelling in support of your application. Include Exhibits and attachments here. This must include both of the following:

- 1) A copy of a transmittal letter to the authorizer notifying them of the intent to apply for a CSP grant.
- 2) A copy of the authorizer's letter confirming initial approval to receive a charter OR a copy of MDE's letter to the authorizer with the PSA's district code.

30) Please provide an annotated bibliography for the strategies, programs, and interventions identified or referred to within the education program (questions #8-14) and assessment and evaluation sections (questions #18-20) of this narrative. If possible, please provide internet references that a reviewer might look at to gain

further insight into the proposed school's academic plan. This question is not graded and no points will be added or deleted from the final score as a result of an analysis of this answer. The question is designed to provide grant writers with the opportunity to provide additional contextual details related to the specific strategies, programs and interventions included within the education program and the assessment and evaluation sections of the narrative.

Appendix C

Michigan Charter School Planning Grant Evaluation Rubric

Applicant: _____ Reviewer: _____ Score: _____

Competitive Points					
	Advanced 4	Skillful 3	Partially Skillful 2	Unsatisfactory 1	Not Addressed 0
Assessment of Community Need Possible: 12 Awarded: _____	1. Characteristics of the community in which the school is proposed to be located are described in extensive, thoughtful, non-generic detail and include both assets and liabilities	Community analysis good but lacks 1-2 elements	Community analysis begun , but generic or superficial	Community analysis not helpful or not convincing	
	Comment:				
	2. Unmet educational needs are described specifically enough to target an educational approach to meet them	Needs are identified but needs more detail	Some needs identified, but missing important ones	Needs analysis not helpful	
	Comment:				
	3. Quantitative evidence is presented that the need for this proposed school is recognized by potential families to be served	Anecdotal evidence is provided	Some indications of interest	Very little data on family perceptions	
Student Population Possible: 16 Awarded: _____	Comment:				
	4. The plan details the ages and grade ranges to be served, and outlines plans for future growth	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
	5. The plan profiles the expected student population's demographics with good specificity. Attends to ethnicity, socio-economic factors, and current educational placement	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
Educational Program Academic Planning Possible: 28 Awarded: _____	6. The plan identifies and analyzes the school's competition well, identifies convincing competitive strengths and makes the case that (another) school is needed to service the proposed population	Good work, but lacks 1-2 key elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
	7. The plan demonstrates a thoughtful understanding of the developmental and learning needs of the expected student population, and how the proposed school addresses them	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
	8. Educational goals are thorough, measurable, uniquely tailored to the expected population, and ambitious enough that if attained, the school will have a clear determination as to whether it has achieved its mission and vision	Goals match mission and vision, and cover most students and content areas	Goals are measureable, but not connected to mission and vision or do not cover most students and content areas	Goals not measurable enough to evaluate or lacking elements	
	Comment:				
	9. Curriculum and instructional design have been evaluated against identified and described state-of-the-art alternatives using criteria relevant to the school's anticipated population	Strong alternatives considered; criteria unclear	Some evaluation against un-impressive alternatives	No evidence of objective evaluation	
	Comment:				
	10. Curriculum description is thorough (including a list of resource documents that will be provided to teachers), adapted to the expected student population, and ensures that all students can meet career and college readiness	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements	Little to no useful work evident	
	Comment:				
	11. Instructional approaches are evidence based, clear, adapted to the expected student population, and include plans for how teachers will master the approach	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements	Little to no useful work evident	
	Comment:				
	12. Support services (i.e., latchkey, tutoring	Design solid but	Design needs	Little thought	

Competitive Points					
	Advanced 4	Skillful 3	Partially Skillful 2	Unsatisfactory 1	Not Addressed 0
	social workers etc) included in the plan have been chosen with the target population in mind. A plan for their implementation has been described	lacks 1-2 elements	substantial work on more than two elements	apparent about support	
	Comment:				
	13. Plan for serving students with special needs shows evidence of understanding legal requirements AND providing special education services in an innovative way	Approach meets requirements but lacks innovation	Approach needs substantial work on more than two elements	Inadequate attention to special needs students	
	Comment:				
	14. Calendar and schedule meet legal requirements and fully support the unique aspects of the educational program	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
Comment:					
Student Recruitment and Community Involvement Possible: 12 Awarded: ____	15. Advertising and Recruitment plans seem likely to generate enrollment sufficient to meet growth plan described in Question 4. Enrollment policy and procedures are described that meet the requirements for open enrollment under state law and federal guidance	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	16. Early intervention/retention strategies are appropriate to the student population described	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	17. Parent and community involvement begins in the design stage and continues in substantive ways throughout	Substantive parent input is evident	Some parent input but only in limited ways	Little to no evident parent input	
Comment:					
Assessment & Evaluation Academic Planning Possible: 12 Awarded: ____	18. Proposed assessment of growth and achievement covers all students and content, is ongoing, capable of shaping and improving teaching and learning, and extensive enough to determine whether the educational goals are being achieved	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	19. Annual standards for student achievement and growth have been established; they reflect the anticipated student population. An effective process for informing parents and students about progress has been provided	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	20. The school has a plan to collect data beyond student achievement and to self-assess across the School Improvement Framework categories (Teaching/Learning, Leadership, Personnel & Prof Dev, School-Community Relations, Data & Info Management)	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
Comment:					
Strength of Project Team and Management Plan Possible: 20 Awarded: ____	21. There is evidence of the Development Team's strengths relevant to the project. The nonprofit governance board membership has been identified and oriented to governance responsibilities for oversight and management of the grant project and funds. Roles and responsibilities of all parties are clearly defined.	A plan exists for acquiring needed strengths	The gaps evident aren't yet planned for, but are reasonable to obtain elsewhere	No evidence of leadership capacity for important parts of the project	
	Comment:				
	22. The nonprofit governance board understands its responsibilities for implementation of the project and expenditure of the grant funds. Plans for managing the subgrant project appear reasonable and demonstrate a good understanding of legal and practical issues. All service providers that will be responsible for implementation of the grant	Good work, but lacks 1-2 important elements	Good work, but lacks 1-2 important elements	Good work, but lacks 1-2 important elements	

Competitive Points					
	Advanced 4	Skillful 3	Partially Skillful 2	Unsatisfactory 1	Not Addressed 0
	project and the start-up have been identified, with qualifications listed. Alternatively, a process and criteria for identifying qualified experts has been described.				
	Comment:				
	22(a) The proposed school's education program will be self-managed or managed by a not-for-profit organization or the school will utilize a firm for HR only.	Good work, but lacks 1-2 important elements	Good work, but lacks 1-2 important elements	Good work, but lacks 1-2 important elements	
	Comment:				
	23. PSA governance board membership has been identified and oriented to governance responsibilities. Plans for managing the proposed PSA appear reasonable and demonstrate a good understanding of legal and practical issues.	Application describes a good method of recruiting and orienting governance bd	Application shows an awareness of the kinds of issues about which a governance board will need orienting	Little apparent thought to the governance function	
	Comment:				
	24. The Development Team has a clear understanding of its role relative to a future authorizer. The relationship between the authorizer and the school is clearly described.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
Business Planning Possible: 12 Awarded: ____	25. A clear and concise plan has been articulated to increase leadership/governance capacity, including named partners/vendors/volunteers and resources	A plan exists for building the needed capacity but lacks specificity or 1-2 important elements	A plan or process has been initiated but lacks more than two important elements	The beginnings of a plan exist but it lacks expected outcomes or evidence that named partners/vendor/volunteers will be able to meet those needs	
	Comment:				
	26. Facilities decisions or planning processes evidence solid understanding of Michigan's legal requirements and cost implications	No cost calculations, but good facilities ideas	Some facilities options are being explored	Have not yet begun to explore facility decisions	
	Comment:				
	27. Pre- and post-opening financial planning is realistic, specific enough to monitor and based on rational assumptions. Post grant planning is included, and reasonable. Project Management Plan is aligned with pre-operational budget detail and costs are clearly explained and transparent. Proposed expenditures clearly support identified tasks and Products. Costs are detailed to unit-cost levels, wherever possible and all proposed vendors and providers of service are named.	Good work, but lacks 1 – 2 important elements	Beginnings of good financial planning but lacks more than two elements	Little to no useful financial work evident	
	Comment:				
	28. Contractual relationships proposed for the school (i.e., with an ESP or facility owner) and for the applicant entity any proposed vendors or partners, reflect thoughtful planning, including the development and approval of appropriate board policies, to ensure any related-party relationships are avoided, disclosed, resolved in advance, and may be remedied.	Contractual relationships are identified. Even though appropriate policies and procedures are in place, potential conflicts are noted. Resolution has not yet occurred but evidence of ongoing activities to resolve the issues are present.	Contractual relationships are not fully identified. Some conflicts may be noted and may be resolved while others may remain unaddressed and no resolution is yet proposed. Appropriate board policies and procedures are either absent or are not being implemented with any level of	Contractual relationships are not identified. Applicant shows little awareness of embedded potential conflicts, or has not taken steps to identify and address them.	

Competitive Points					
	Advanced 4	Skillful 3	Partially Skillful 2	Unsatisfactory 1	Not Addressed 0
			fidelity.		
	Comment:				

Dashboard Bonus Points					
Risk Analysis Variable	Advanced (4)	Skillful (3)	Partially Skillful (2)	Unsatisfactory	Not Observed
Variable 1: The development team is opening or replicating in a location of high need defined as a school that receives more than 40 percent free and reduced lunch services.	Total points: __/15 Comments:				
Variable 2: The development team has conducted community engagement activities not limited to; (a) local communication via media or in print, (b) sign in sheets for the attendees, (c) meeting with planning commissioner. (d) can articulate additional assets and resources available to students and families.	Total points: __/3 Comments:				
Variable 3: The development team has a defined or has a potential curriculum and/or a well-articulated program that may	Total points: __/3 Comments:				

include but not limited to: (a) identified resource materials, (b) a process to align programming to state standards, (c) staff training and professional development for employees, (d) incubation or mentorship for staff, (e) process for completing if incomplete or in development with a clear deadline for completion.	
Variable 4: The development team has (a) identified a potential authorizer, (b) initiated the application with an authoring agency (c) has a charter contract with an authorizer.	<p>Total points: __/3</p> <p>Comments:</p>
Variable 5: The developer has identified the location of the academy and has identified infrastructure changes and upgrades that will be required to occupy the property as a school legally. They have a timeline for opening and can explain any necessary waivers needed.	<p>Total points: __/3</p> <p>Comments:</p>
Variable 6: The	Total points: __/3

development is working with an ESP that can do the work demonstrated by but not limited to; (a) past success working with the similar student population, (b) has previous success recruiting and retaining staff, (c) there is a plan to attract and retain students.	Comments:
Variable 7: The developer has additional philanthropic support to open the academy and can articulate a financial plan to fund the school until state aid is available.	Total points: __/3 Comments:
Variable 8: The developer has agreed to have board members, administrators and staff participate in a cohort for new subgrantees.	Total points: __/3 Comments:
Variable 9: The development team has set forth rigorous educational goals for all students, can articulate the proposed instructional model and how it aligns with the vision of the school.	Total points: __/3 Comments:
Variable 10: The development team has a plan to: (a)	Total points: __/3 Comments:

<p>service and meet the needs of students that are instructionally behind, (b) provide for the educational needs of the special education student, (c) recruiting high quality leadership and (d) instructional staff along with a means to retain them.</p>	
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Dashboard Bonus Award	
<input type="checkbox"/>	38 - 42 points (50 additional points awarded to competitive preference score)
<input type="checkbox"/>	30 – 37 points (25 additional points awarded to competitive preference score)
<input type="checkbox"/>	Below 30 points (no points awarded)



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

Authorizer NAME
DATE OF VISIT

New Authorizer Technical Assistance
Agenda

- I. Introductions
- II. Review of authorizer status
 - a. Schools
 - b. Staff responsible for oversight
 - c. Current charter landscape
 - d. Authorizer goals for this training
 - e. MDE goals for this training
- III. Oversight tools
 - a. Master Calendar
 - b. Compliance System
 - c. Policy Manual
- IV. Assurance and Verification Visits
 - a. Review of process and timelines
 - b. Review of indicators and resources
- V. Additional Resources
 - a. Authorizer Binder
 - b. Trustee PowerPoint Presentation
 - c. PSA Website

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PR/Award # U282A180010

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Authorizer	Date of 101 Visit	Reps for 101 Visit	Last A & V	2018 Visit Date	2018 Visit Reps	2019 Visit Date	2019 Visit Reps	2020 Visit Date	2020 Visit Reps	2021 Visit Date	2021 Visit Reps	2022 Visit Date
Allegan Area ESA			5/25/2016									
Bay Mills Community College			9/30/2015	6/1/2018	TBD	N/A	N/A	N/A	N/A	21-Jun	TBD	
Bay-Arenac ISD			11/16/2016	N/A	N/A	Aug-19	TBD	N/A	N/A	N/A	N/A	22-Aug
Center Line Public Schools	4/4/2014	KB/TH	11/16/2016	N/A	N/A	N/A	N/A	20-Nov	TBD	N/A	N/A	
Central Michgian University			3/17/2015	3/1/2018	TBD	N/A	N/A	N/A	N/A	21-Mar	TBD	
COOR ISD	11/6/2014	RS/TH	10/28/2015	8/1/2018	TBD	N/A	N/A	N/A	N/A	21-Aug	TBD	
Detroit Public School Community Dist			9/23/2015	11/1/2018	TBD	N/A	N/A	N/A	N/A	21-Nov	TBD	
Eastern Michigan University			3/22/2017	N/A	N/A	May-19	TBD	N/A	N/A	N/A	N/A	22-May
Eaton Rapids Public Schools	3/3/2015	KB/RS	4/25/2017	May-1-2017	NB/RS	N/A	N/A	20-May	TBD	N/A	N/A	N/A
Eaton RESA	Fall 2015	NB/KF	2/4/2015	2/1/2018	TBD	N/A	N/A	N/A	N/A	21-Feb	TBD	
Ferris State University			11/28/2016	N/A	N/A	N/A	N/A	20-Mar	TBD	N/A	N/A	
Genesee Public Schools			N/A	N/A	N/A	N/A	N/A	Sep-20	TBD	N/A	N/A	
Gobles Public Schools			Became authorizer in 2017.									
Grand Rapids Public Schools			3/3/2016	N/A	N/A	Mar-19	TBD	N/A	N/A	N/A	N/A	22-Mar
Grand Valley State University			5/20/2016	N/A	N/A	Jun-19	TBD	N/A	N/A	N/A	N/A	22-Jun
Highland Park Public Schools			9/27/2017	N/A	N/A	N/A	N/A	20-Feb	TBD	N/A	N/A	
Hillsdale ISD	16-Jun-14	KF/RS	11/8/2017	N/A	N/A	N/A	N/A	Aug-20	TBD	N/A	N/A	
Iosco RESA	1/16/2014	RS	11/4/2016	N/A	N/A	19-Nov	TBD	N/A	N/A	N/A	N/A	
Jackson College												
Kalamazoo RESA	27-May-14	RS/KF	12/5/2017	N/A	N/A	N/A	N/A	Jun-20	TBD	N/A	N/A	
Lake Superior State University	Fall 2015	RS/NB	9/29/2015	6/1/2018	TBD	N/A	N/A	N/A	N/A	21-Jun	TBD	
Macomb ISD			4/29/2015	4/1/2018	TBD	N/A	N/A	N/A	N/A	21-Apr	TBD	
Madison Public Schools	2013	ME	N/A	N/A	N/A	N/A	N/A	20-Aug	TBD	N/A	N/A	N/A
Manistee Area Public Schools	5/6/2014	RS	10/31/2017	N/A	N/A	N/A	N/A	Oct-20	TBD	N/A	N/A	
Manistee ISD	2014	RS	10/30/2017	N/A	N/A	N/A	N/A	Oct-20	TBD	N/A	N/A	
Mesick Consolidated Schools	Jul-16	KB	10/30/2017	N/A	N/A	N/A	N/A	Sep-20	TBD	N/A	N/A	
Midland County ESA		NB/KB	4/9/2015	3/1/2018	TBD	N/A	N/A	N/A	N/A	21-Mar	TBD	
Muskegon Heights Public Schools	3/13/2014	RS/NB	10/13/2016	N/A	N/A	Oct-20	TBD	N/A	N/A	N/A	N/A	
Northern Michigan University	Mar-15		3/16/2016	N/A	TBD	N/A	N/A	N/A	N/A	21-Dec	TBD	N/A
Oakland University			2/23/2016	8/1/2018	TBD	N/A	N/A	N/A	N/A	21-Aug	TBD	
Ovid-Elsie Area Schools												
Port Huron School District	11/5/2013	NB/KB	6/13/2014	N/A	N/A	N/A	N/A	20-Aug	TBD	N/A	N/A	
Redford Union School District	Feb-16	KF/RS	12/18/2017	N/A	N/A	Jun-19	TBD	N/A	N/A	N/A	N/A	22-Jun
Saginaw ISD			4/23/2015	4/1/2018	TBD	N/A	N/A	N/A	N/A	21-Apr	TBD	
		RS & NB 9/2/14,										
Saginaw Valley State University	Fall 2015	NB/RS	10/17/2016	N/A	N/A	Sep-19	TBD	N/A	N/A	N/A	N/A	22-Sep
St. Clair County RESA			3/16/2015	3/1/2018	TBD	N/A	N/A	N/A	N/A	21-Mar	TBD	
Suttons Bay School District	7-Jan-14	RS	11/15/2016	N/A	N/A	Nov-19	TBD	N/A	N/A	N/A	N/A	
	6/5/2013, Fall											
Traverse City Area Public Schools	2015	RS, RS/TH	11/1/2017	2/1/2018	N/A	N/A	N/A	N/A	N/A	21-Feb	TBD	
Vestaburg Public Schools	Spring 2016	NB	N/A	N/A	N/A	N/A	N/A	Sep-20	TBD	N/A	N/A	
Washtenaw Community College			8/7/2014	N/A	N/A	N/A	N/A	Jun-20	TBD	N/A	N/A	
Washtenaw ISD	Jan-16	NB/RS	5/18/2017	N/A	N/A	N/A	N/A	May-20	TBD	N/A	N/A	
Wayne RESA			3/4/2015	3/1/2018	TBD	N/A	N/A	N/A	N/A	21-Mar	TBD	
West Shore ESD	9/30/2014	RS	11/15/2017	N/A	N/A	Aug-19	TBD	N/A	N/A	N/A	N/A	22-Aug

Whitmore Lake School District	Feb-16	RS/KF	11/29/2017	N/A	N/A	N/A	N/A	20-Aug	TBD	N/A	N/A
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Potential Future Authorizers

Pontiac Public Schools	Fall 2013	TH/ME
Buena Vista Public Schools	Fall 2013	TH/ME
Flint Area Public Schools	Summer 2013	ME
Clintondale Public Schools	2012	ME
Madison Heights Public Schools	2013	ME
St. Johns Public Schools	2013	ME
Garden City Public	14-Dec	ME
Gobels		

TO BE COMPLETED BY MICHIGAN DEPARTMENT OF EDUCATION PUBLIC SCHOOL ACADEMY UNIT	
Date Received by MDE	Academy District/Building Codes

CONSOLIDATED PUBLIC SCHOOL ACADEMY (ALL TYPES) CONTRACT CHECKLIST

Effective on 2/4/2014

All information on this page is necessary to be eligible for State Aid and to complete the Educational Entity Master									
AUTHORIZER INFORMATION									
Name of Authorizing Body:					Federal Employer ID# of Authorizing Body:				
Contact Person:					Phone:			Email:	
TYPE OF AUTHORIZING BODY: <input type="checkbox"/> State Public University <input type="checkbox"/> Community College <input type="checkbox"/> Intermediate School District <input type="checkbox"/> Local School District/Local Education Agency <input type="checkbox"/> Interlocal Agreement Entity									
PSA ADMINISTRATIVE OFFICE									
Academy Name:					Contract Effective Dates: to (yrs)				
State Corporate ID #:			Federal Employer ID#:			Data Universal Numbering System (DUNS)			
TYPE OF ACADEMY (check only one) <div style="display: flex; justify-content: space-between;"> <div style="width: 24%;"> Chartered under Part 6a: <input type="checkbox"/> Public School Academy (MCL 380.501 et seq.) <input type="checkbox"/> PSA Replacement from Conversion to 6E (MCL 380.502a(e)) </div> <div style="width: 24%;"> Chartered under Part 6c: <input type="checkbox"/> Urban High School Academy (MCL 380.521 et seq.) </div> <div style="width: 24%;"> Chartered under Part 6e: <input type="checkbox"/> Replication of H.P. School/Program (MCL 380.552(1)) <input type="checkbox"/> Cyber School (MCL 380.552(2)) <input type="checkbox"/> Conversion to a School of Excellence (MCL 380.552(3)) </div> <div style="width: 24%;"> Chartered under 1311b et seq.: <input type="checkbox"/> Strict Discipline Academy (MCL 380.1311b et seq.) </div> </div>									
Proposed Enrollment: Free/Reduced Eligible: %		Grades to Start Academy: Grades Authorized:		Number of School Days: Instructional Hours:			SCHOOL CALENDAR First Day: Last Day:		
Expansion comments, when applicable:									
PSA Administrative Office Address:				City:		Zip Code:		Website URL:	
Contact Person:		Position:		Phone: Fax:		E-Mail:			
County Name:			Intermediate School District:			Local School District:			
Educational Service Provider:			Address:			City:		State: Zip Code:	
PSA BOARD PRESIDENT INFORMATION									
Board President Name:			Phone:			E-mail:			
Address:				City:			Zip Code:		

Description		Applicability	Sec /Page No. In Contract	Additional Comments
1	<p>Authorizing body to submit contract to state within 10 days of issuance</p> <p>Date Issued: Date Received @ MDE: # Days:</p>	<p>All Academies <u>Part 6a:</u> 503(4) <u>Part 6c:</u> 528(1)(b) <u>Part 6e:</u> 561(1)(b) <u>1311b et seq:</u> 1311e(3)</p>		
Applicant Information				
2	<ul style="list-style-type: none"> Identification of the person or entity applying for the contract. 	<p>All Academies <u>Part 6a:</u> 502(3)(a) <u>Part 6c:</u> 522(4)(a) <u>Part 6e:</u> 552(7)(a) <u>1311b et seq:</u> 1311d(3)(a)</p>		
3	<ul style="list-style-type: none"> Indication that the “entity” applying for the contract is a nonprofit corporation that has been granted 509(a) tax-exempt status. 	<p>USHAs <u>Part 6c:</u> 521(2)(e)</p>		
4	<ul style="list-style-type: none"> Indication of the state Superintendent of Public Instruction approval of Academy as a replication of a high-performing school or program. 	<p>H.P. School/Program <u>Part 6e:</u> 552(1)(a)</p>		
5	<ul style="list-style-type: none"> Indication that the “entity” applying for the contract demonstrates experience in delivering a quality education program that improves academic achievement. In determining whether this requirement is met, an authorizing body shall refer to the standards for quality online learning established by the national association of charter school authorizers or other similar nationally recognized standards for quality online learning. 	<p>Cyber Schools <u>Part 6e:</u> 552(2)(c)</p>		
6	<ul style="list-style-type: none"> Indication that the Public School Academy chartered under Part 6a meets the eligibility criteria to be re-chartered as a School of Excellence (SOE), as provided for by law. 	<p>Conversion of PSA to SOE <u>Part 6e:</u> 552(3); 552(4)</p>		
Academy Organization and Incorporation				
7	<p>Authorizing Body’s Contract Issuance Resolution adopted by authorizing body, including:</p> <p>Adopted: Effective Date:</p>	<p>All Academies <u>Part 6a:</u> 502(3)(b); 503(5) <u>Part 6c:</u> 522(4)(b); 528(1)(c) <u>Part 6e:</u> 552(7)(b); 553(4) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4); 1311(5)(d)</p>		
8	<ul style="list-style-type: none"> Board of Directors names and description of qualifications, as applicable. 	<p>All Academies <u>Part 6a:</u> 502(3)(b); 503(6)(d) <u>Part 6c:</u> 522(4)(b) <u>Part 6e:</u> 552(7)(b); 561(1)(c) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4)(5)(d)</p>		

Description	Applicability	Sec /Page No. In Contract	Additional Comments
9	<ul style="list-style-type: none"> • Method of appointment or selection of members of the Board of Directors. 	All Academies <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311d(3)(b); 1311e(4); 1311(5)(d)	
10	<ul style="list-style-type: none"> • Number of members of the Board of Directors. 	All Academies <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311e(4); 1311(5)(d)	
11	<ul style="list-style-type: none"> • Length of term of members of the Board of Directors. 	All Academies <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4); 561(1)(c) <u>1311b et seq:</u> 1311e(4); 1311(5)(d)	
12	<ul style="list-style-type: none"> • Citizenship of members of the Board of Directors. 	All Academies <u>Part 6a:</u> 503(5) <u>Part 6c:</u> 528(1)(c) <u>Part 6e:</u> 553(4)	
13	Articles of Incorporation as a Michigan Nonprofit Corporation File Date: State Corp. ID #:	All Academies <u>Part 6a:</u> 502(3)(c) <u>Part 6c:</u> 522(4)(c) <u>Part 6e:</u> 552(7)(c) <u>1311b et seq:</u> 1311d(3)(c); 1311d(5)(d)	
14	<ul style="list-style-type: none"> • Name of Academy. 	All Academies <u>Part 6a:</u> 502(3)(c)(i) <u>Part 6c:</u> 522(4)(c)(i) <u>Part 6e:</u> 552(7)(c)(i) <u>1311b et seq:</u> 1311d(3)(c)(i)	
15	<ul style="list-style-type: none"> • Purpose of Academy & pursuant to applicable law that the Academy is a governmental entity of the state. 	All Academies <u>Part 6a:</u> 502(3)(c)(ii) <u>Part 6c:</u> 522(4)(c)(ii) <u>Part 6e:</u> 552(7)(c)(ii) <u>1311b et seq:</u> 1311d(3)(c)(ii)	

Description		Applicability	Sec /Page No. In Contract	Additional Comments
16	Academy bylaws.	All Academies <u>Part 6a:</u> 502(3)(d) <u>Part 6c:</u> 522(4)(d) <u>Part 6e:</u> 552(7)(d) <u>1311b et seq:</u> 1311d(3)(d)		
Fiscal Agent				
17	Designation of fiscal agent .	All Academies <u>Part 6a:</u> 507(3) <u>Part 6c:</u> 528(3) <u>Part 6e:</u> 561(3) <u>1311b et seq:</u> 1311l(1)		
18	Duties of fiscal agent.	All Academies <u>Part 6a:</u> 507(3) <u>Part 6c:</u> 528(3) <u>Part 6e:</u> 561(3) <u>1311b et seq:</u> 1311l(1)		
19	Authorizer administrative fee of up to 3% of total State Aid.	All Academies <u>Part 6a:</u> 502(6) <u>Part 6c:</u> 522(7) <u>Part 6e:</u> 552(10) <u>1311b et seq:</u> 1311d(6)		
Compliance with Applicable Law and Disclosure of Public Information				
20	Prohibition on the Academy charging tuition .	All Academies <u>Part 6a:</u> 504(2) <u>Part 6c:</u> 524(2) <u>Part 6e:</u> 556(2) <u>1311b et seq:</u> 1311g(2)		
21	To the extent disqualified under law, a prohibition from Academy being organized by church or other religious organization and having organizational or contractual affiliation with or constitute a church or other religious organization.	All Academies <u>Part 6a:</u> 502(1); 1217 <u>Part 6c:</u> 522(1); 1217 <u>Part 6e:</u> 552(5); 1217 <u>1311b et seq:</u> 1311d(1); 1217		
22	Certification/Agreement signed by an authorized member of the Academy Board stating they will comply with the contract and all applicable law .	All Academies <u>Part 6a:</u> 503(6)(i) <u>Part 6c:</u> 523(2)(d) <u>Part 6e:</u> 553(5)(h) <u>1311d:</u> 1311d(3)(h)		

Description	Applicability	Sec /Page No. In Contract	Additional Comments
23 The methods by which the Academy will be held accountable .	All Academies <u>Part 6a:</u> 503(6)(a) <u>Part 6c:</u> 523(2)(a) <u>Part 6e:</u> 553(5)(a) <u>1311b et seq:</u> 1311e(5)(a)		
24 Description of method to be used to monitor the Academy's compliance with applicable law and its performance in meeting its targeted educational objectives .	All Academies <u>Part 6a:</u> 503(6)(b) <u>Part 6c:</u> 523(2)(b) <u>Part 6e:</u> 553(5)(b) <u>1311b et seq:</u> 1311e(5)(b)		
25 Requirement that all Academy property must be insured .	All Academies <u>Part 6a:</u> 1269 <u>Part 6c:</u> 523(2)(k)(vi); 1269 <u>Part 6e:</u> 553(5)(l)(vi); 1269 <u>1311b et seq:</u> 1269		
26 Requirement & procedure for annual CPA financial audit in accordance with generally accepted governmental auditing principles.	All Academies <u>Part 6a:</u> 503(6)(g) <u>Part 6c:</u> 523(2)(g) <u>Part 6e:</u> 553(5)(h) <u>1311b et seq:</u> 1311e(5)(h)		
27 Length of contract term and standards for reauthorization.	All Academies <u>Part 6a:</u> 503(6)(h) <u>Part 6c:</u> 522(3); 523(2)(p) <u>Part 6e:</u> 561(4) <u>1311b et seq:</u> 1311e(5)(i)		
28 Description of the process for amending the contract during the term of the contract.	All Academies <u>Part 6a:</u> 503(6)(c) <u>Part 6c:</u> 523(2)(c) <u>Part 6e:</u> 553(5)(c) <u>1311b et seq:</u> 1311e(5)(c)		
29 Requirement that the Academy Board shall make information about its operation and management available to the public and authorizing body.	All Academies <u>Part 6a:</u> 503(6)(l) <u>Part 6c:</u> 523(2)(j) <u>Part 6e:</u> 553(5)(k) <u>1311b et seq:</u> 1311e(7)(f)		
30 Requirement that the Board of Directors of a Public School Academy (including Cyber Schools) that operates an online or other distance learning program shall submit a monthly report to MDE, in a form and manner prescribed by MDE, that reports the number of pupils enrolled in the online or distance learning program, during the immediately preceding month.	All Academies <u>Part 6e:</u> 552(20)		

Description	Applicability	Sec /Page No. In Contract	Additional Comments
31	Requirement that the Academy Board shall collect, maintain and make available to the public and authorizing body information concerning the operation and management of the Academy, as provided for by law.	All Academies <u>Part 6a:</u> 503(6)(m) <u>Part 6c:</u> 523(2)(k) <u>Part 6e:</u> 553(5)(l) <u>1311b et seq:</u> 1311e(7)(f)	
32	Requirement that the Board shall report to the authorizing body a current list of teachers and school administrators working at the Academy that includes their individual salaries.	All Academies <u>Part 6a:</u> 503(6)(m)(iv) <u>Part 6c:</u> 523(2)(k)(iv) <u>Part 6e:</u> 553(5)(l)(iv) <u>1311b et seq:</u> 1311e(7)(f)	
33	Statement that Academy shall comply with all applicable law .	All Academies <u>Part 6a:</u> 503(7); MCL 15.322 <u>Part 6c:</u> 523(3); 528(1)(d) <u>Part 6e:</u> 552(7)(h); 553(6) <u>1311b et seq:</u> 1311d(3)(h); 1311e(6)	
34	Statement that Academy Board shall ensure compliance with the requirements of 1968 PA 317 , MCL. 15.321 to 15.330.	All Academies <u>Part 6a:</u> 503(6)(j) <u>Part 6c:</u> 523(2)(h) <u>Part 6e:</u> 553(5)(i) <u>1311b et seq:</u> 1311e(7)(f)	
Academy Governance, Operation, and Educational Program			
35	Governance structure of the Academy.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 522(4)(e)(i) <u>Part 6e:</u> 552(7)(e)(i) <u>1311b et seq:</u> 1311d(3)(e)(i); 1311e(5)(d); 1311d(3)(v)(f)	
36	The role of the contract administrator of the Academy, if applicable.	USHAs <u>Part 6c:</u> 529(c)	
37	Educational goals of the Academy that include demonstrated improved pupil academic achievement for all groups of pupils .	All Academies <u>Part 6a:</u> 502(3)(e)(ii); 503(6)(a) <u>Part 6c:</u> 522(4)(e)(ii); 523(2)(a) <u>Part 6e:</u> 552(7)(e)(ii); 553(5)(a) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(a)	

Description	Applicability	Sec /Page No. In Contract	Additional Comments
38	Curricula offered at the Academy. This section must contain the entire curriculum.	All Academies <u>Part 6a:</u> 502(3)(e)(ii) <u>Part 6c:</u> 522(4)(e)(ii) <u>Part 6e:</u> 552(7)(e)(ii) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(d)	
39	Methods of pupil assessment at the Academy (MEAP and MME, as applicable, as a minimum).	All Academies <u>Part 6a:</u> 503(6)(a) <u>Part 6c:</u> 522(4)(c)(ii); 523(2)(a) <u>Part 6e:</u> 552(7)(e)(ii); 553(5)(a) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(a)	
40	Student admission policy, criteria and enrollment process , as applicable per type of academy.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 522(4)(e)(iii); 523(2)(m); 528(1)(g) <u>Part 6e:</u> 552(7)(e)(iii); 553(5)(o); 561(1)(g) <u>1311b et seq:</u> 1311d(3)(e)(ii); 1311e(5)(d)	
41	Matriculation agreement , if applicable.	All PSAs; All SOEs 20 U.S.C. 7221i(1)(k) <u>Part 6a:</u> 504(4)(b) <u>Part 6e:</u> 556(4)(b)	
42	School calendar and school day schedule.	All Academies, except Cyber Schools <u>Part 6a:</u> 502(3)(e)(iv) <u>Part 6c:</u> 522(4)(e)(iv) <u>Part 6e:</u> 552(7)(e)(iv) <u>1311b et seq:</u> 1311d(3)(e)(iv); 1311e(5)(d)	
43	Observance of holidays and other required commemorative occasions.	All Academies <u>Part 6a:</u> 1175 <u>Part 6c:</u> 1175 <u>Part 6e:</u> 1175 <u>1311b et seq:</u> 1175	
44	Age or Grade range of students to be enrolled.	All Academies <u>Part 6a:</u> 502(3)(e)(v) <u>Part 6c:</u> 522(4)(e)(v) <u>Part 6e:</u> 552(7)(e)(v) <u>1311b et seq:</u> 1311d(3)(e)(v)	

Description		Applicability	Sec /Page No. In Contract	Additional Comments
Academy Location				
45	Identification of LEA and ISD where academy will be located.	All Academies MCL 388.1620 <u>Part 6a:</u> 502(3)(g) <u>Part 6c:</u> 522(4)(c)(v) <u>Part 6e:</u> 552(7)(g) <u>1311b et seq:</u> 1311d(3)(e)(v); 1311e(5)(d)		
46	Description of and address of proposed building(s) where Academy will be located.	All Academies <u>Part 6a:</u> 502(3)(i) <u>Part 6c:</u> 522(4)(g) <u>Part 6e:</u> 552(7)(i); 553(5)(f) <u>1311b et seq:</u> 1311d(3)(j); 1311e(5)(g)		
47	Financial commitment of applicant to the Academy's facility.	USHAs Part 6c: 522(4)(g); 523(2)(f)		
48	A statement that the Academy will operate at single site or multiple sites with specific addresses and respective grade configurations as provided for in the contract and with applicable law, including the Academy's central administrative offices if applicable.	All Academies <u>Part 6a:</u> 504(1) <u>Part 6c:</u> 524(1) <u>Part 6e:</u> 556(1) <u>1311b et seq:</u> 1311g(1)		
49	A requirement that the board of directors of the public school academy shall collect, maintain, and make available to the public and the authorizing body, in accordance with applicable law and the contract, information concerning the operation and management of the public school academy including copies of facility leases or deeds, or both, and of any equipment leases.	All Academies <u>Part 6a:</u> 503(6)(m)(vii) <u>Part 6c:</u> 523(2)(k)(vii) <u>Part 6e:</u> 553(5)(1)(vii) <u>1311b et seq:</u> 1311e(6)(f)		
Staffing and Position Descriptions				
50	Descriptions of staff responsibilities.	All Academies <u>Part 6a:</u> 503(6)(d) <u>Part 6c:</u> 524(f) <u>Part 6e:</u> 552(7)(f) <u>1311b et seq:</u> 1311d(3)(f)		
51	Requirement specifying prohibited family relationships consistent with applicable law.	All Academies <u>Part 6a:</u> 503(6)(k) <u>Part 6c:</u> 523(2)(i) <u>Part 6e:</u> 553(5)(j) <u>1311b et seq:</u> 1311e(6)(f)		

Description		Applicability	Sec /Page No. In Contract	Additional Comments
52	Academy shall use certificated teachers according to state board rule.	All Academies <u>Part 6a:</u> 505(1) <u>Part 6c:</u> 526(1) <u>Part 6e:</u> 553a(3); 559(1) <u>1311b et seq:</u> 1311j(1)		
53	Academy may use non-certificated teachers as the law allows.	All Academies <u>Part 6a:</u> 505(1); 505(2) <u>Part 6c:</u> 526(1); 526(2) <u>Part 6e:</u> 559(1); 559(2) <u>1311b et seq:</u> 1311j(1); 1311j(2)		
54	Academy shall use certified administrators and chief business officials pursuant to applicable law, including superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs.	All Academies <u>Part 6a:</u> 1246(1) <u>Part 6c:</u> 1246(1) <u>Part 6e:</u> 1246(1) <u>1311b et seq:</u> 1246(1)		
55	Requirement that authorizing body must review and may disapprove any agreement between the Academy Board and an educational management company before the agreement is final and valid.	All Academies <u>Part 6a:</u> 503(6)(n) <u>Part 6c:</u> 523(2)(l) <u>Part 6e:</u> 553(5)(m) <u>1311b et seq:</u> 1311e(6)(f)		
56	If authorized by a LEA, assurance of employee collective bargaining for positions in similar districts should be addressed in the contract.	All SDAs <u>1311b et seq:</u> 1311d(3)(i)		
57	Requirement that prohibits any individual from being employed by the Academy in more than one full-time position and simultaneously compensated at a full-time rate for either position.	All Academies <u>Part 6a:</u> 503(6)(p) <u>Part 6c:</u> 523(2)(n) <u>Part 6e:</u> 553(5)(o) <u>1311b et seq:</u> 1311e(6)(f)		
Reconstitution and Revocation				
58	Procedures and grounds for revoking the contract provided for in applicable law, including: (see 59-62below)	All Academies <u>Part 6a:</u> 503(6)(e) <u>Part 6c:</u> 523(2)(e) <u>Part 6e:</u> 561(4) <u>1311b et seq:</u> 1311e(5)(f)		
59	<ul style="list-style-type: none"> Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals as set forth in the contract. 	All Academies <u>Part 6a:</u> 507(4)(a) <u>Part 6c:</u> 528(4)(a) <u>Part 6e:</u> 561(4)(a) <u>1311b et seq:</u> 1311l(1)(a)		

Description		Applicability	Sec /Page No. In Contract	Additional Comments
60	<ul style="list-style-type: none"> Failure of the Academy to comply with all applicable law. 	All Academies <u>Part 6a:</u> 507(4)(b) <u>Part 6c:</u> 528(4)(b) <u>Part 6e:</u> 561(4)(b) <u>1311b et seq:</u> 1311l(1)(b)		
61	<ul style="list-style-type: none"> Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship. 	All Academies <u>Part 6a:</u> 507(4)(c) <u>Part 6c:</u> 528(4)(c) <u>Part 6e:</u> 561(4)(c) <u>1311b et seq:</u> 1311l(1)(c)		
62	<ul style="list-style-type: none"> The existence of 1 or more other grounds for revocation as specified in the contract. 	All Academies <u>Part 6a:</u> 507(4)(d) <u>Part 6c:</u> 528(4)(d) <u>Part 6e:</u> 561(4)(d) <u>1311b et seq:</u> 1311l(1)(d)		
63	Procedures for mandatory revocation of Academy contract if Academy is designated as a persistently low-achieving school (in the bottom 5%) and is in the 2nd year of restructuring. Procedures must specify which school (s) are subject to closure and which are not based on exceptions for situations involving individualized education plan subgroups, and individual schools currently undergoing reconstitution.	All Academies (except SDA) <u>Part 6a:</u> 507(5) <u>Part 6c:</u> 528(5) <u>Part 6e:</u> 561(5)		
64	Procedures for the authorizing body to reconstitute the Academy.	All Academies (except SDA) <u>Part 6a:</u> 507(7) <u>Part 6c:</u> 528(7) <u>Part 6e:</u> 561(7)		
Cyber Schools				
65	A contract for a cyber school shall include all of the provisions required under section 553a as well as the following: (see items 66 through 71 below)	Cyber Schools <u>Part 6e:</u> 553a		
66	<ul style="list-style-type: none"> A teacher who holds appropriate certification according to state board rule will be responsible for all of the following for each course in which a pupil is enrolled: (i) Improving learning by planned instruction. (ii) Diagnosing the pupil's learning needs. (iii) Assessing learning, assigning grades, and determining advancement. (iv) Reporting outcomes to administrators and parents or legal guardians 	Cyber Schools <u>Part 6e:</u> 553a(2)(a)		
67	<ul style="list-style-type: none"> A cyber school will make educational services available for a minimum of at least 1,098 hours during a school year and ensure that each pupil participates in the educational program for at least 1,098 hours during a school year. 	Cyber Schools <u>Part 6e:</u> 553a(2)(b)		
68	<ul style="list-style-type: none"> A cyber school shall have maximum enrollment limitations based on years of operation 	Cyber Schools <u>Part 6e:</u> 552(2)(d)		

Description		Applicability	Sec /Page No. In Contract	Additional Comments
69	<ul style="list-style-type: none"> Cyber school must offer each pupil's family a computer and subsidize the cost of internet access. 	Cyber Schools Part 6e: 552(2)(e)		
70	<ul style="list-style-type: none"> Cyber school may not enroll any new pupils in the school of excellence that is a cyber school in a school year that begins after MDE determines that the combined total statewide final audited membership for all pupils in membership in schools of excellence that are cyber schools for a state fiscal year that exceeds a number equal to 2% of the combined total statewide final audited membership for all pupils in membership in public schools for the 2011-2012 State Fiscal Year. 	Cyber Schools Part 6e: 552(15)(b)		
71	<ul style="list-style-type: none"> The requirement for the Academy Board of school of excellence that is a cyber school to ensure that every pupil that enrolls, along with his or her parent or legal guardian, are provided with a parent-student orientation. If the pupil is at least 18 or is an emancipated minor, the orientation may be provided to just the pupil. 	Cyber Schools Part 6e: 552(21)		

NOTE: The only change to this annual update document is item #49. The item was changed because the law does not require contracts and deeds to be included in the charter contract. It is required by law that these contracts or deeds be made public once they are enacted. While MDE would prefer to receive these items (deeds and contracts) with the charter contract, it is recognized that these documents may not be available at the time a charter contract is enacted. Schools and authorizers are therefore asked to provide those documents to the PSA unit at MDE once they are made public.

CSP 2018 Grant Requests Total for Five Years

Grant Request total for five years

90% allocated to subgrantees

3% allocated for administrative work

7% allocated for technical assistance

Subgrantee Allocation Caps:

- New Charter Schools and Replications
 - Planning (18 months)
 - Plan development and refinement Stage 1
 - Contract awarded and curriculum, assessments, staff training, incubation transportation needs, infrastructure and any additional pre-opening expenses
 - Implementation
 - Implementation I
 - Implementation II

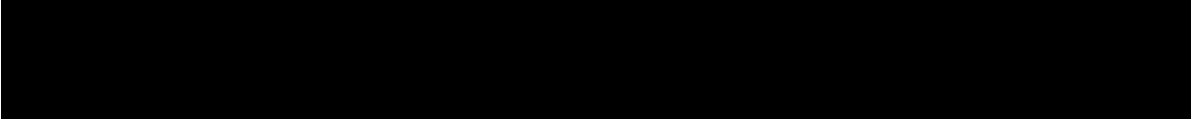
Incentive funding

- New/Replication/Expansion schools in high need educational location

All figures below are based on new/replication/expansion with each receiving incentive funding \$45,000,000.00

Planning (P), Implementation (I1) (I2)

Total Awards	2018-2019 (Y1)	2019-2020 (Y2)	2020-2021(Y3)	2021-2022 (Y4)	2022-2023 (Y5)	2023-2024 (Y6)
3 New 4 E or R						
3 New 8 E or R						
3 New 8 E or R						
3 New 3 E or R						
Total						

Incentive	
All funds	



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

2018

MEMORANDUM

TO: 2018-2019 Charter School Program (CSP) Grant Recipients

FROM: Tammy Hatfield, Manager
Public School Academy Unit (PSAU)

SUBJECT: Michigan Department of Education Monitoring of Grant Program Recipients

Congratulations on your proposed charter school's recent CSP grant award! The Michigan Department of Education (MDE) is excited to offer an award that helps to assure the success of the school, benefits the educational program and its students. To assure your grant is administered according to federal and state requirements, the MDE is providing the enclosed information for your review. Use the information now (early in your grant's cycle) to verify your practices and ensure all required school board policies are in place. The purpose is to ensure compliance monitoring described below will operate over the course of the grant. Note: Public School Academy (PSA) operated by Educational Service Providers (ESPs) must ensure the practices and procedures of the ESP are compliant with PSA board policy and the requirements of the grant program.

As part of its quality assurance process to ensure compliance with federal and state law and requirements, the MDE, PSA Program has implemented review and monitoring practices specific to the federal (CFDA 84.282A) CSP Grant. The attached monitoring documents provide the criteria the MDE reviews when conducting onsite monitoring of the grant projects.

All charter school grants will receive a desk review completed by the MDE, PSAU staff that includes a review of compliance with:

- statutory federal and state requirements (for the use of federal grant funds);
- specific project requirements (by review of grant application documents);
- project narrative reporting requirements; and
- financial activity and completion of final expenditure reports.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde

Name
Page 2
Date

Also, all projects will have onsite review and monitoring with PSAU periodic attendance at board meetings. The onsite review will include monitoring of:

- procurement procedures and their effectiveness in internal control;
- procedures for competitive bidding and purchase of supplies, materials, and equipment as required under Section 1274 (MCL 380.1274) of the Revised School Code;
- procedures for ensuring non-conflict of interest by the PSA school board, its employees or agents;
- procedures for retention of grant related documentation, e.g. competitive bidding, price analysis, decision making;
- documentation of analysis of purchasing decisions;
- documentation of purchases (invoices, purchase orders, check registers, payroll/salary records, and canceled checks);
- a sample of purchases to determine their allowability under federal and state requirements;
- durable supplies, equipment, and materials purchased with grant funds to determine that they are properly inventoried and that a sample of those items are in current use in the school; and
- wages/salaries/benefits and contractual services charged to the grant, and their allowability under federal and state requirements.

The MDE looks forward to working to assist with the success of the project and to help ensure its administered according to state and federal requirements for the use of federal grant funds. If you have any questions, please contact Tammy Hatfield, at

[REDACTED]

Enclosure

cc: PSA Authorizers
Board Presidents

Dear Academy Parent:

Eastern Michigan University is responsible for overseeing the operation of the Academy charter school. In order to ensure that the needs of the students are being met, we are surveying the parents. You have been randomly selected to participate in this assessment process. Please take a few minutes to fill out this survey, and then return it to Eastern Michigan University in the enclosed postage-paid return envelope. On behalf of Eastern Michigan University, we would like to thank you for your assistance.

–EMU's Charter Schools Office

1) Overall, how satisfied are you with your child's (children's) progress at the Academy this year?

[Please check only one]

- ☐ Very Satisfied
☐ Satisfied
☐ Neither Satisfied nor Dissatisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Not Sure

Why? _____

2) How satisfied are you with your child's (children's) teacher(s)?

[Please check only one]

- ☐ Very Satisfied
☐ Satisfied
☐ Neither Satisfied nor Dissatisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Not Sure

Why? _____

3) How satisfied are you with the school's administration (Principal, Assistant Principal, Superintendent, Dean, Department Head, etc.)?

[Please check only one]

- ☐ Very Satisfied
☐ Satisfied
☐ Neither Satisfied nor Dissatisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Not Sure

Why? _____

4) How satisfied are you with the school's location?

[Please check only one]

- ☐ Very Satisfied
☐ Satisfied
☐ Neither Satisfied nor Dissatisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Not Sure

Why? _____

Over

5) How satisfied are you with the school building itself?

[Please check only one]

- ☐ Very Satisfied
☐ Satisfied
☐ Neither Satisfied nor Dissatisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Not Sure

Why? _____

6) What could the Academy do to improve its service to your child (children)?

7) Do you plan to have your child (children) return next school year?

[Please check only one]

- ☐ Yes
☐ No, child will be graduating
☐ Not Sure

Why? _____

☐ No
Why? _____

8) Would you recommend the Academy to a friend or relative?

[Please check only one]

- ☐ Yes
☐ No

Why? _____

☐ Not Sure
Why? _____

9) How many children do you have attending the Academy?

[Please check only one]

- ☐ 1 ☐ 4
☐ 2 ☐ 5 or more
☐ 3

10) In what grade(s) is (are) your child (children) enrolled?

[Please check all that apply]

- | | |
|--|---|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 7 th Grade |
| <input type="checkbox"/> 1 st Grade | <input type="checkbox"/> 8 th Grade |
| <input type="checkbox"/> 2 nd Grade | <input type="checkbox"/> 9 th Grade |
| <input type="checkbox"/> 3 rd Grade | <input type="checkbox"/> 10 th Grade |
| <input type="checkbox"/> 4 th Grade | <input type="checkbox"/> 11 th Grade |
| <input type="checkbox"/> 5 th Grade | <input type="checkbox"/> 12 th Grade |
| <input type="checkbox"/> 6 th Grade | |

11) What is your main reason for sending your child to this school?

[Please check only one]

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic program | <input type="checkbox"/> Size of school | <input type="checkbox"/> School environment |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Location of school | <input type="checkbox"/> Other: _____ |

12) What is your Zip code?

--	--	--	--	--

**THANK YOU FOR COMPLETING THIS SURVEY.
PLEASE PLACE IT IN THE POSTAGE-PAID RETURN ENVELOPE AND MAIL IT BACK.
PLEASE MAIL BY JUNE 23, 2017.**

NAME

2018-2019

Planning Grant

Planning Grant Fund Release Document

New or Replicated Charter Schools

The Michigan Department of Education (MDE) wishes congratulations on receiving a subgrant. Planning grant funds will be disbursed in two increments, the first of which will follow the successful completion of the action items noted in this funds release document. This first increment is called **Stage I** and, subject to your compliance with federal and state laws, will include the release of \$100,000.

During **Stage I**, a refinement of the plan is required and completing several tasks, including monthly reporting and the improvement of your application narrative to satisfy the level “4” requirements in the Educational Program and Assessment & Evaluation areas as outlined in the rubrics previously forwarded.

Stage II funds will be released once level 4 requirement have been satisfied, completed **Stage I** progress reporting and have a commitment or contract from an authorizer. **Stage II** involves the second release of funds totaling \$50,000. During Stage II funding, teachers may be trained, comprehensive curriculum and assessments may be developed, administrative staff may be incubated, successful schools implementing similar educational models may be visited, transportation needs may be addressed, infrastructure changes and updates may occur and educational and behavior support system for students may be created.

Additionally, a significant number of items must be called to every subgrantee’s attention. The items include:

1. Copies of board purchasing policies and procedures must be provided to the MDE before the release of funds. EDGAR requires grant recipients to maintain their written policies for various practices not limited to accounting, record keeping, contracting, record storage, travel, and mileage reimbursement, equipment, supplies, and materials procurement as well as internal controls. Policies must also include a provision to operate free from the appearance of any conflict of interest. A copy of a sample set of policies and procedures has been provided on a 2GB flash drive.
2. Vendor contracts must also be provided to the MDE. Each contract must include a specific scope of work, specific project start and end dates, a specific compensation rate, a specific dollar limit, and a specific process for the processing of invoices and payments. The contract must be endorsed by the non-profit school board and the vendor as evidenced by an authorized signature with a designated school board representative or approved school board meeting minutes. And, finally, vendor contracts must contain the following language:

“Suspension and Debarment Certification

Contractor certifies and affirms that it is not included on the Federal Suspension and Debarments list of Excluded Parties List; nor is contractor affiliated with any party that is included on the Federal Suspension and Debarments list or Excluded Parties List.”

3. The MDE does not issue subgrants to for-profit companies, so any attempt to shift the oversight responsibility of this grant may involve the freezing of funds until the transition is reversed. A minimum of one Level-5 authorized official must be school board member or an employee of the school board.
4. If the Public School Academies Unit (PSAU) informed the subgrantee that they submitted a plagiarized narrative, the subgrantee must correct and resubmit all plagiarized narrative responses as identified by the PSAU before Stage I funds are released. The process may involve citing sources or re-writing responses, as needed.
5. Every grant recipient must eliminate any apparent conflicts of interest and debarment issues.
6. Subgrantees that merge with another charter school within three years must assume liabilities as well as assets of the school. They will also be expected to reimburse grant funds.

Potential debarment issues (federal Excluded Parties List System matches):

Plagiarism issues to address:

With specific respect to NAME application, we ask that you update your budget and management plans with the following:

Additionally, subgrantees should be aware of certain federal requirements and MDE policies related to the CSP grants:

- Any contracts with management companies must be “arm's length” agreements that can be severed without significant harm to the school. Management contracts should be treated as any other vendor contract.
- Sweep contracts, such as those that require the subgrantee to turn over all (or most) of the revenue it receives without total transparency should be avoided, especially as it relates to this federal grant. The subgrantee board will be held responsible for all transactions paid for with these grant funds.
- We strongly recommend allocating grant funds for the purpose of training board members in their governance responsibilities. At a minimum, every grant recipient should become familiar with the Michigan Open Meetings Act, and the Freedom of Information Acts as part of board training.
- Every subgrantee should recognize the need for professional assistance on financial accounting and legal compliance.

- In the event the planning grant times out and no charter is in place, the awardee must plan to have an external audit at the end of Stage II, and we suggest an allocation at least \$3,000.
- Work performed before or after the project period is not reimbursable with CSP funds.
- The focus of grant management should be on accomplishing tasks and activities in the management plan, not spending money from the budget.
- We would prefer you to identify (by name) as many vendors and consultants as early as possible so that we can validate your understanding of the guiding principles of EDGAR.
- For planning purposes, the subgrantees should consider the following:
 - Grant management should be limited to approximately 10% of the total grant.
 - Project management should be limited to approximately 10% of the total grant.
 - The purchase of technology hardware should be limited to 5% of the total grant.
 - Current market rates and fees for education consultants are less than \$80/hour. Fees more than \$80/hour will require justification from the subgrantee board.
 - Activities not listed in the management plan cannot be supported in the budget.

We will be returning your grant application in the status of “Modifications Required” which means you will have to submit the requested amendments and other documentation successfully before any Stage I resources (\$100,000) can be released. Before any changes are made in MEGS+, you may wish to provide us (via email) with draft copies of your changes. Please send those documents to [REDACTED] the process will provide the MDE with a time-saving opportunity to review them before they are loaded in MEGS+.

At a minimum, please make sure that non-profit subgrantee school board members, grant managers, project managers, and technical assistance providers are provided a copy of this document to ensure conformity and compliance.

And finally, please be aware the **first monthly status report will be due on _____**, and subsequent reports will be due every month until the grant is closed. Reports should be sent to [REDACTED] using the template provided on the flash drive you received at grant orientation.

MICHIGAN Charter School Program

2018-2023 CSP Risk Assessment Guidelines

Introduction

The Michigan authorizing community is coordinating efforts around the opening and supporting high-quality charter schools. The following rubric will be utilized by a consortium of charter school stakeholders to review and determine the potential success of charter school developers. The Risk Assessment will aid in identifying the highest quality projects and earn the development team competitive preference points in the submission to the Michigan Department of Education's, Public School Academies Unit, Charter School Program grant competition. Awards will be granted based on the identified type of school a development team proposes. Incentive funding will be awarded to new, replication or expansion of high-quality schools, with a focus on High Schools in areas with limited access to high performing schools. The risk assessment team will include a minimum of three team members and with application review conducted before each Charter School Program grant application to ensure that all proposals have an equal opportunity to participate. The team will consist of three members with any combination of the following comprising the team Michigan Department of Education, Michigan Council of Charter School Authorizers, Michigan Association of Public School Academies, Institute, and the Partnership Office. Inter-rater reliability training will occur so that all applicants receive fair and equitable evaluation regardless of the team or review members.

Risk assessment application process and support. The process involves an individual off-site review and an in-person consensus review. The risk assessment team is a strong *program component* that will include members from a variety of stakeholder groups including the PSAU, authorizers, past awardees, and charter stakeholders (e.g., NCSI, MCCSA, etc.). The purpose is to determine if a developer can start a high-quality school, to provide TA with constructive feedback, and work with developers to ensure they have access to all resources. The process also collects baseline information on the charter school to begin analyzing the respective school performance, if approved. The application process includes developers completing various application components. For example, schools must be modeled after high-quality charter schools as identified by the PSAEP list. If not incorporating the entire established program, the program must include an explanation of which elements of the established program are not being incorporated into the new program and a research-based rationale for how the proposed program will adapt for any model elements not used. A program must show how the data (school and student level) establishes the modeled program as a successful program. Data should identify

trends including a description of the overall program system. The basis for the application is the outcomes. The outcomes must be supported by program measures, and applicants must provide how the data will be analyzed that shows the understanding of the school data and specific data points used to identify the model program as successful. The process supports innovation and diverse school models given the data supports the need for grade ranges or locations (urban, rural, suburban). Components of the scoring include, but are not limited to:

- Clear and measurable (multiple measures) outcomes;
- Community need and demand for the proposed school (high schools, early childhood, etc.). The new application will require applicants to note the geographic distance from its proposed location to other schools serving similar populations;
- An analysis of the local educational marketplace and the competitive advantages of the proposed school;
- Conducted meaningful research in adopting the curriculum and educational program being proposed, transportation needs and challenges, and methods to address;
- Financial sustainability and stability plan;
- The incorporation of the Michigan School Improvement Framework into its planning and evaluation efforts (the school calendar supports the proposed educational program);
- Sufficient capacity for governance;
- Clear understanding of potential conflicts of interest and has taken steps to avoid related party transactions;
- Facilities planning and the development of a sustainable school-wide budget, including a post-grant budget, and plans for addressing under-enrollment;
- An understanding of the administrative relationship between the board and its authorizer, and between the board and its service providers;
- The solicitation of the parent or guardians input in the form of focus groups, surveys (electronic or paper), or interviews scored and ranked submitted with the application;
- Description of enrollment policies in compliance with federal and state law; and
- A plan for servicing educationally disadvantaged students.

The ***risk assessment team*** will review the CSP sub-grant application with the development team using a 1-2-3-4 and not observed rating. As a part of the grant, the rationale

for the risk assessment application process is to support high-quality developers. The process also helps determine the specific technical assistance needed for implementation, which is required of all developers. The risk assessment team will participate in an inter-rater reliability exercise, so all sub-grantees receive fair, equitable, and unbiased reviews. The CSP sub-grant application was customized to address priorities and to include all descriptions and assurances required in accordance with section 4303 of the ESEA.

Application process. Applications are divided among teams, with an average of four per team. Of these four, one application is common to all teams and will be read by every participating peer reviewer for inter-rater reliability. Applications, rubrics, and instructions are provided electronically, typically two weeks before the consensus review day. Reviewers are required to view the PSAU technical assistance webinar, with roles and responsibilities around the peer review process. The reviewer identifies any potential conflicts of interest upon receipt of the application materials. Reviewers then read the score and comment on each application before the consensus review meeting.

On the day of the sub-grant consensus review, peer reviewers meet at a common location. The peer reviewers sign confidentiality and conflict of interest statements, which the PSAU collects and keeps on file. The PSAU conducts a norming exercise, with the group to review and discuss the common application. This process frames the thinking of all reviewers, which allows for accurate calibration of scores and comments. At the conclusion, the peer review team scores the assigned applications to reach consensus and provide feedback to the applicant. Scoring information is entered onto the applicant's rubric and submitted electronically through GEMS to the PSAU. To date, this methodology has proven remarkably effective. Reviewer feedback is very positive, and discussion has been rich and productive. At the conclusion, score sheets, application materials, and reviewer documents are collected. The PSAU team confirms that scores are entered and tabulated, rank order the applications and establish a cut score. The outcomes are also recorded in the PSAEP to analyze overall performance annually.

Scoring

Risk Analysis Variable	Advanced (4)	Skillful (3)	Partially Skillful (2)	Unsatisfactory (1)	Not Observed
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Risk Assessment Rubric

Risk Analysis Variable	Advanced (4)	Skillful (3)	Partially Skillful (2)	Unsatisfactory (1)	Not Observed	Comments
VAR 1: The development team is opening or replicating in a location of high need defined as a school that receives more than 40 percent free and reduced lunch services.						
1(a) In the area, more than 50% of the surrounding schools, are on the index.						
1(b) The school is in an area where there are no high-performing school options, the surrounding schools are in financial distress, it is limited, no choice for students or system break down.						
1(c) The development team includes a site map of all schools in the area indicating the proposed school location and the schools in the vicinity and performance information.						
1(d) can detail the number of students						

that will attend the school with a viability and sustainability plan for increasing enrollment, and a plan for recruiting students.						
VAR 2: The development team has conducted community engagement activities not limited to; (a) local communication via media or in print, (b) sign in sheets for the attendees, (c) meeting with planning commissioner. (d) can articulate additional assets and resources available to students and families.						
VAR 3: The development team has a defined or has a potential curriculum and/or a well-articulated program that may include but not limited to: (a) identified resource materials, (b) a process to align programming to state standards, (c) staff training and professional development for employees, (d) incubation or mentorship for staff, (e) process for completing if incomplete or in development with a clear deadline for completion.						

VAR 4: The development team has (a) identified a potential authorizer, (b) initiated the application with an authoring agency (c) has a charter contract with an authorizer.						
VAR 5: The developer has identified the location of the academy and has identified infrastructure changes and upgrades that will be required to occupy the property as a school legally. They have a timeline for opening and can explain any necessary waivers needed.						
VAR 6: The development is working with an ESP that can do the work demonstrated by but not limited to; (a) past success working with the similar student population, (b) has previous success recruiting and retaining staff, (c) there is a plan to attract and retain students.						
VAR 7: The developer has additional philanthropic support to open the academy and can articulate a financial plan to fund the school until state aid is available.						

VAR 8: The developer has agreed to have board members, administrators and staff participate in a cohort for new subgrantees.						
VAR 9: The development team has set forth rigorous educational goals for all students, can articulate the proposed instructional model and how it aligns with the vision of the school.						
VAR 10: The development team has a plan to: (a) service and meet the needs of students that are instructionally behind, (b) provide for the educational needs of the special education student, (c) recruiting high quality leadership and (d) instructional staff along with a means to retain them.						

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

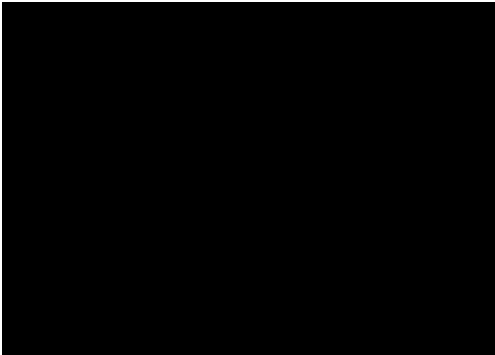
[Add Optional Budget Narrative](#)

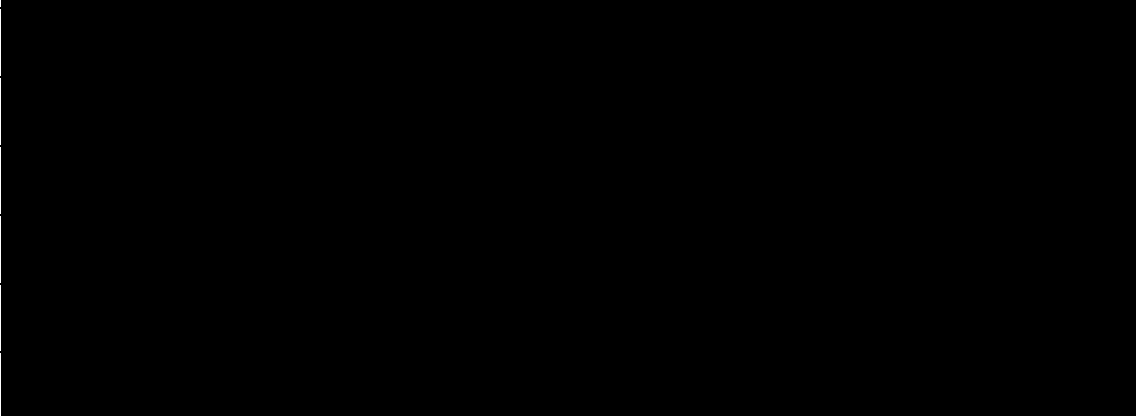
[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**State of Michigan, Michigan Department of Education
Charter School Program Grant Budget Narrative**

Personnel (Line 1) and Fringe Benefits (Line 2) – The administrative budget will be allocated to portions of six staff members to carry out the planning and implementation for the Charter School Program (CSP) Grant in Michigan.

- 
-
-
-
-

Employee Title	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Consultant					
Consultant					
Grant Manager					
Support Staff					
Analyst					
Supervisor					

Salary = (S), Fringe Benefits = (F)

The activities will include soliciting and evaluating subgrantee applications, oversight and monitoring of subgrantees, and work with educational stakeholders as described in the project narrative. The salary and fringe will remain constant with a two percent increase for inflation.

Travel (Line 3) – The line includes the approximate cost of staff travel necessary to implement the oversight activities within Michigan, and to participate in national-level

conferences hosted by the United State Department of Education, the National Association of Charter School Authorizers (NACSA), and the National Alliance for Public Charter Schools (NAPCS). The line increases nominally over the first three years and begins to decline in the final two years for staff to monitor implementation of subgrantees activities. Activities include:

- Yearly travel for the grant manager to two-day project director conference in Washington D.C. to include airfare, lodging, and meals [REDACTED]
- Yearly participation for two staff members at the NACSA conference to help identify best practices for authorizing agents, implementation and technical assistance activities of these activities during the assurance and verification (AV) visits to include airfare, hotel, and meal [REDACTED]
- Yearly participation for two staff members at the NAPCS to help identify best practices for charter schools to include airfare, lodging, and meals [REDACTED]
[REDACTED]
- Staff site visits to monitor grant implementation and board meetings. Monthly automobile travel, occasional lodging based on a charter school site, and meals.
Estimated average [REDACTED]
[REDACTED]
[REDACTED]

Equipment (Line 4) – The line normally includes the cost of rent and equipping offices at the Michigan Department of Education (MDE) for the personnel noted above. However, CSP grant funds are not used for this purpose.

Supplies (Line 5) – The line is normally an estimate of office supplies and materials required to deliver the activities described in the project narrative. However, the purpose of CSP grant funds is not for estimating supplies and materials required for the activity.

Contractual (Line 6) – The line normally includes the cost of contracting with vendors on curriculum framework development and assessment alignment, updated Authorizer 101 and the development of Authorizer 201, a revised AV process, and neutral third-party board training. The first and second year will have a larger proration of funds expended on contracts to create deliverables for use with authorizers and charter school districts. The last three years of the grant will fund maintenance of the initiatives. The MDE will contract with several vendors to provide and refine components necessary for development teams and authorizers to open high-quality schools.

Vendors Contracted Roles

- **Michigan Department of Education (MDE)** – Data training and interpretation around the Public School Academies Efficiency Platform (PSAEP), records management and quality school opening.
- **Institute for Educational Excellence (IEE)** - Curriculum framework, standards study, and aligned assessments with the IEE. The decision of a curriculum framework will be created to assist new school development teams. Professional development for school staff will include unpacking the standards, backward by design, and unit end assessments.
- **National Charter Schools Institute (NCSI)** - Refine the risk assessment tool for new, replicated or expansion of projects by the development team. Conduct inter-rater reliability sessions and semi-annual risk review meetings.

- **MACSB** - Neutral third-party school board training for all new subgrantee boards. Many school board members receive initial training by the authorizer, but school board member attrition and limited authorizer staff may impede timely training for new board members. The use of third-party training will assist in providing cohort and multi-authorizer new board member training on a semi-annual basis.
- **Michigan Council of Charter School Authorizers (MCCSA)** - Development of a new authorizer rubric and enhancing Authorizer 101. With the expansion of LEAs as authorizers in the state, many initially lack the capacity or knowledge of authorizing. The roles, responsibilities, and oversight areas need to be outlined for new authorizers. This rubric will be a guide for new authorizers to conduct oversight of the schools. Also, the new authorizers or new agents to current authorizers need to participate in Authorizer 101 to provide resources and tools for best practices. Establish authorizer peer to peer training and implementation of an authorizer conference.
- **MCCSA and NCSI** - Revised AV visits. Differentiate the current process that identifies process and protocols implemented by the authorizing agent. The current AV is a one size fits all tool, the new AV will be targeted based on identified areas of growth for each authorizer and provide technical assistance to help increase outcomes for students, staff, and schools they authorize. Alignment of contract and subgrant application.
- **Michigan Association of Public School Academies (MAPSA)** – Development of a student and family transition handbook.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
MDE						
IEE						

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
NCSI						
MCCSA						
MACSB						
MAPSA						

Construction (Line 7) – There is no construction proposed for this line.

Other (Line 8) – The line includes a projection of grant funds to be subgranted over the course of five years. The state of Michigan plans to execute the five-year *Expanding Opportunities Through Quality Charter Schools Program* subgrants in accordance with the bulleted information detailed below (frequencies of awards identified with the grant totals).

- The planning grants will be issued in one stage totaling \$150,000 pending the Risk Assessment Teams recommendation and MDE’s approval in the Michigan Electronic Grant System (MEGS+).
 - **Planning Stage:** Up to \$150,000 upon satisfactory completion of a subgrantee’s, original planning grant application to bring rubric scores up to Level 4, and commitment or a contract from an authorizer. The additional pre-opening allowable expenses to be used, in part or whole for the development of necessary systems and materials not limited to a full written curriculum are: school operations manual, teacher evaluation tools and protocols, positive behavior support systems, assessment plans, and schedules, school improvement plans and schedules, instructional learning cycle plans and schedules. If the applicant is a

current school that has opened within the last two years, they will receive both planning and *Implementation I* funds when approved.

- The Implementation Grants will be issued in two stages totaling \$850,000.
 - **Implementation Stage I** release involves the issuance of \$500,000 after subgrantee attends a meeting regarding allowable uses and management of grant funds and completes the implementation narrative.
 - **Implementation Stage II** or the remainder of the funds are released upon successful completion of subgrantee's *Implementation Stage I* Progress Report.
- Incentive funding may be issued to subgrantees in the amount of \$250,000 for subgrantees who propose to create new charter schools, replicate successful or expand existing schools/districts with a primary focus on high school programming (at least three of grades 9-12 within the grant period) in areas where there are no or limited options for high-performing schools, expand current high school offerings, provide for Early-Middle College opportunities, Career Technical Education experiences or add an early childhood component. Eligibility for incentive funding will be determined by the MDE based on information contained in the academy's charter contract and issued with the second year of implementation funding (see, Appendix F).

	Projected Number of New Planning Grants		
	Summer (Aug)	Winter (Jan)	Total
2018-2019	-	6	6
2019-2020	5	6	11
2020-2021	5	6	11
2021-2022	3	3	6
2022-2023	-	-	-
TOTALS			34

Grant Funding Breakdown – Note: planning (P), implementation (I1) (I2), expansion or replication schools and districts (E/R)

Total Awards	2018-2019 (yr 1)	2019-2020 (yr 2)	2020-2021 (yr 3)	2021-2022 (yr 4)	2022-2023 (yr 5)
6	2 (P) 300,000 4 (E/R) (I1) 2,600,000	2 (I1) 1,000,000 4 (I2) 1,400,000	2 (I,2) 700,000		
11		3 (P) 450,000 8 (E/R) (I1) 5,200,000	3 (I,1) 1,500,000 8 (I/2) 2,800,000	3 (I,2) 1,050,000	
11			3 (P) 450,000 8 (E/R) (I1) 5,200,000	3 (I,1) 1,500,000 8 (I/2) 2,800,000	3 (I,2) 1,050,000
6				3 (P) 450,000 3(E/R)(I1)	3(I1/I2) 2,550,000
Total					
Incentive					
All funds					

Additionally, fees to rent space for the dissemination of the grant semi-annually, materials required for subgrant application (rapid copy printing, parking in Lansing, and a travel stipend for grant review subgrantee onboarding) are included.

Indirect Costs (Line 10) – The line is calculated at Michigan’s approved indirect rate of 10.8% of personnel, fringes, travel, supplies, and contractual expenses for each year.