



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 28, 2006

MEMORANDUM

TO: Local and Intermediate School District Superintendents, Public School Academy Superintendents, Public Universities and Community Colleges, Public School Academy Authorizers and Other Interested Parties

FROM: Mike Flanagan 

SUBJECT: Announcement of the 2006-2007 Charter School Planning/ Implementation Grant Program and 2006-2007 Charter School Dissemination Grant Program

The Michigan Department of Education (MDE) was successful in receiving a grant, under the United States Department of Education Public Charter Schools Program, for \$22,476,000 over a three-year period, including \$8,250,000 for the 2006-2007 school year, to support qualified public school academy developers, those public school academies in the initial phases and years of implementation, and to assist those public schools that wish to convert to public school academies. Up to ten percent, or approximately \$825,000, will be available for Dissemination Grants to assist other schools in enhancing their school's program (or certain aspects of the school's program), or to disseminate exemplary practices and information about the charter school. The MDE retains five percent of the grant award for administration.

Applications for the competitive 2006-2007 Charter School Planning/ Implementation Grant Program will be posted on the Michigan Department of Education's website on May 8, 2006. The deadline for application is June 22, 2006. Applications for the 2006-2007 Dissemination Grant Program will be posted on the Michigan Department of Education's website on June 5, 2006. The application deadline is July 20, 2006. The applications will be available through the *Michigan Electronic Grants System (MEGS)*.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Eligible applicants for the 2006-2007 Charter School Planning/Implementation Grant Program include:

- Public school academies who have not received a federal Charter School Grant and are within their first thirty-six (36) months of operation.
- Public school academies planning on opening by the fall of 2007.
- Proposed public school academies that have made an application to an eligible authorizing entity.

Eligible applicants for the 2006-2007 Charter School Dissemination Grant Program include charter schools that have **not already received a Dissemination Grant**, have been in operation for at least three (3) consecutive years (are currently in their fourth year of operation, or longer), and have demonstrated overall success, including:

- Substantial progress in improving student achievement.
- High levels of parent satisfaction.
- The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

Questions regarding the Charter School Grant should be directed to the Office of School Improvement, Public School Academy Program at 517-373-3345.

**Michigan Department of Education
Public School Academy Program**

APPLICATION FOR 2006-2007 CHARTER SCHOOL PLANNING/IMPLEMENTATION GRANT

TWELFTH CYCLE

**No Child Left Behind Act
Title V, Part B, Public Charter Schools Program
In Cooperation with the U.S. Department of Education**

INTRODUCTION

The Michigan Department of Education (MDE) is pleased to announce the 2006-2007 Charter School Planning/Implementation Grant – Twelfth Cycle. The program is supported under Title V, Part C, Public Charter Schools Program, No Child Left Behind Act. In Michigan, charter schools are referenced in statute as “Public School Academies;” however, in this grant announcement they will be referred to as “charter schools.” The Michigan Department of Education (MDE) was successful in receiving a grant under this program for **\$22,476,000** over a three year period to support qualified public school academy developers, those public school academies in the initial phases and years of implementation, and to assist those public schools that wish to covert to public school academies. The MDE retains five (5) percent for administration.

The application will be available through the *Michigan Electronic Grants System (MEGS)*, and must be received at the Michigan Department of Education by June 22, 2006.

GRANT PURPOSE

The purpose of this announcement is to solicit proposals from new public school academies that meet the following objectives:

1. To expand the number of quality, research-based and educationally diverse public school academies throughout the state by support efforts of charter school developers and organizers;
2. To assist existing public schools wishing to systemically reform to convert to charter “status;” and
3. To assist newly approved and operational charter schools in meeting their identified planning, start-up, conversion, and implementation needs.

This grant and the federal statutes that accompany it require strict and full adherence to the PCSP “single grant standard.” This “single grant” provision says that if you receive a grant under this competition, you are eligible for up to thirty-six (36) months of total allowable funding dependent upon the date of the grant award, the date of authorization of the charter school, and the availability of federal funds. Public school academies must be tuition-free and non-discriminatory in all policies and procedures.

Notification of this grant will be made available to Michigan Intermediate School Districts, Local Educational Agencies, Public Universities, Community Colleges, organizations, and other interested persons. It will also be posted to the Michigan Department of Education website at <http://www.michigan.gov/mde> “grants.”

GRANT PRIORITY AREAS

The Grant Priority Areas for the Charter School Grant Program include the following:

- Ensuring early childhood literacy;
- Increasing parent involvement and parent satisfaction;
- Enhancing the level and effectiveness of serving underserved, special needs and at-risk students/children;
- Expanding choice options in geographic areas with concentrations of high priority schools (those that require improvement, correction or restructuring);
- Ensuring excellent and highly qualified educators;
- Ensuring educators and students embrace the Information Age;
- Ensuring curriculum alignment with state standards and benchmarks;
- Enhancing variety in approaches and innovation in choice options;
- Ensuring achievement of federal and state accountability standards;
- Developing and implementing partnerships between charter and traditional public schools, intermediate school districts and other community organizations to sustain community and school integration.

ELIGIBLE/LEGAL APPLICANTS

Eligible applicants include:

- Public school academies who have not received a federal Charter School Grant and are within their first thirty-six (36) months of operation; and
- Public school academies planning on opening by Fall 2007.
- Proposed public school academies that have made an application to an eligible authorizing entity.

Planning/Implementation grant awards are specific to the proposed or authorized public school academy and the community targeted at the time that the application is submitted. The competitive grant award is based upon the projected need of the community identified, students to be served, and how the charter school will address those needs. If a proposed charter school is awarded the Planning/Implementation grant and changes the originally identified community location of the project, the grant will not transfer to the school in a new community location without substantial post-award documentation of the identical need of the community and the essential applicability of the original proposal to the school in its new location.

Grant award recipients that later change the name of the school must provide the written assurance of the authorizing entity that the public school academy authorized is essentially the same proposed school that was originally awarded the grant.

The grant applicant must have submitted an application to an authorizing entity to obtain an authorizing contract. An applicant not yet authorized as a public school academy must notify the authorizing entity of their intent to apply for Charter School Grant funds. MDE will confirm this information with the identified authorizer and no grant award will be finalized unless this information is confirmed by an eligible authorizer.

The term "legal applicant" is the name of the proposed academy and "contact person" is one who is working with an authorized public chartering agency participating in a partnership with a developer to establish a charter school. A for-profit entity does not qualify as an eligible applicant. An educational service provider (ESP) may make application for a grant award acting as an agent of the charter

school or proposed charter school board. An ESP must provide documentation that they are acting as the agent of the charter school or proposed charter school board, and provide contact information regarding the board or proposed board members.

GRANT RANGE

During this three year grant cycle, funds up to \$150,000 per year may be awarded for activities consistent with the grant criteria.

All funding will be subject to approval by the Superintendent of Public Instruction, based on reviewer ranking, comments, availability of funds, and Department recommendations.

LENGTH OF AWARD

Planning and Implementation grants may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years used for initial implementation of the charter school.

If a competitive Planning/Implementation proposal is designed to expend funds under both the Planning and Implementation portions of the grant, the date of approval for expenditure of the Implementation portion will determine the start of the 24 month maximum time allowed for use of these funds. In no situation is more than 36 months permitted for expenditure of the Planning and Implementation grant awards. The start date of the Planning/Implementation grant award is determined by the date of the Grant Award Notification letter signed by the Superintendent of Public Instruction.

Please consider this information carefully in determining the time-frames for your proposal for expenditure of funds for both the Planning and Implementation portions of the grant. Allowable expenditures differ dependent upon whether the grant is for Planning or Implementation activities.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement.

CLOSING DATE

The application **must be received by June 22, 2006.**

APPLICATION PREPARATION, PAGE LIMIT AND FONT SIZE

The narrative portion of the proposal can be no more than 20 pages in length, double spaced, and with a font no smaller than 12 point font. The Narrative must address the following categories: Vision; Goals; Need; Low Income and At-Risk Students; Inclusion/Equitable Access; Curriculum Alignment; Highly Qualified Staff; Access to Computer Technology; and a description of how grant funds will be used to address project goals and meet the needs of the public school academy. See the **Review Criteria** for details. The proposed public school academy must have made an application to an eligible authorizing entity to obtain a charter. Up to 5 pages of supporting data and documentation may be included in addition to the 20 pages of the narrative. The Narrative should be contained in a single file that will be uploaded.

REVIEW PROCESS AND FUNDABLE ACTIVITIES

All applications will be evaluated using a peer review system. Award selections will be based on merit, quality and thoroughness, as determined by points awarded for the **“Review Criteria”** and all relevant information. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent’s action.

Applicants may wish to refer to the Michigan Department of Education’s *“Proposal Development Guide”* for additional assistance in developing their proposal. This guide may be found under http://www.michigan.gov/documents/propdevguide_13484_7.pdf .

Applicants must focus on one or more of the allowable activities listed below. Under the allowable activities described in Public Law 107-110, Title V, Part B, Section 5204 (f)(3), grant funds must be used for the following:

PLANNING GRANTS:

1. Post-award planning and design of the educational program, which may include —
 - a. refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
 - b. professional development of teachers and other staff who will work in the charter school; and

IMPLEMENTATION GRANTS:

2. Initial implementation of the charter school, which may include—
 - a. informing the community about the school;
 - b. acquiring necessary equipment and educational materials and supplies;
 - c. acquiring or developing curriculum materials; and
 - d. other initial operational costs that cannot be met from State or local sources.

PAYMENT SCHEDULE

Payments to the grantee will be made upon filing the Department’s “Expenditure/Request Form, DS-4492A.” The grantee 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 needs funds within **30 days** to pay bills incurred. No monies will be released until the academy is authorized and the chartering documents are received and reviewed in the Public School Academy Program. Applicants receiving federal charter school grant awards must receive authorization from an eligible authorizing entity by August 31, 2007.

PERFORMANCE REPORTING

As a condition of receiving Charter School Grant Program funding, all recipients will provide the Department with a progress report of their performance in meeting program objectives set forth in the application for grant. The performance reports should address the outcomes of the objectives that were outlined in your narrative and should clearly describe how the activities of the grant period met, or failed to meet, proposed goals and objectives. The reports are due on the following dates and will be completed via the *Michigan Electronic Grants System (MEGS)* via the web:

Monday, April 9, 2007

Monday, October 30, 2007 or 30 days after completion of project (Final Report)

FINANCIAL REPORTING

The Department's "**Final Expenditure Report Form, DS-4044**" is used for final financial reporting and is completed online **Wednesday, November 30, 2007 or 60 days** after completion of the project. Failure to complete the DS-4044 could result in **loss of funding** in which the academy must repay to the Michigan Department of Education.

FINANCIAL AUDIT

The Michigan Department of Education reserves the right to conduct a financial audit of the subgrantee's program expenditures at any time during the subgrant period.

PLANNING/IMPLEMENTATION FUNDING

The 2006-2007 Charter School Grant Program is in its' Twelfth Cycle of funding. If federal funds continue to be appropriated under the Charter Schools Grant Program, grants will again be available in the future.

WHERE TO OBTAIN ASSISTANCE

These materials are issued by the Michigan Department of Education, Public School Academy Program and are the sole point of contact in the state for this program. Questions should be directed to the Public School Academy Program, Office of School Improvement at 517/241-4715.

REVIEW CRITERIA

Grant Priority Areas:

The Strategic Goal adopted by the Michigan State Board of Education is the overarching goal of the Michigan Department of Education and its Public School Academy Program:

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

The Grant Priority Areas for the Charter Grant Program include the following:

- Ensuring early childhood literacy;
- Increasing parent involvement and parent satisfaction;
- Enhancing the level and effectiveness of serving underserved, special needs and at-risk students/children;
- Expanding choice options in geographic areas with concentrations of high priority schools (those that require improvement, correction or restructuring);
- Ensuring excellent and highly qualified educators;
- Ensuring educators and students embrace the Information Age;
- Ensuring curriculum alignment with state standards and benchmarks;
- Enhancing variety in approaches and innovation in choice options;
- Ensuring achievement of federal and state accountability standards;
- Developing and implementing partnerships between charter and traditional public schools, intermediate school districts and other community organizations to sustain community and school integration.

1. Public School Academy Vision (20 points)

Provide a clear description of the vision and philosophy of the public school academy and how they will result in implementation of an innovative educational approach that will drive your effort. Specify the underlying theories and research that support the vision, philosophy and innovative approach and how they will result in choice options in the targeted community. Each part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
No description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option.	a minimal description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option.	A description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option.	an extensive description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
No information about the underlying theories and research supporting the vision, educational philosophy and academic innovations proposed.	minimal information about the underlying theories and research supporting the vision, educational philosophy and academic innovations proposed...	information about the underlying theories and research supporting the vision, educational philosophy and academic innovations proposed...	extensive information about the underlying theories and research supporting the vision, educational philosophy and academic innovations proposed...

2. Project Goals (30 points)

List at least four goals and their objectives with clear indicators for achievement. Identify persons or entities responsible for achievement. Each goal and its objectives must be specific, measurable, attainable, and relate specifically to four or more of the Grant Priority Areas. Goals and objectives should address the entire term of the grant award, up to three years duration. Indicate specific time frames for completion of each goal and its objectives. Successful grant applicants will be required to report on the implementation of their project based upon achievement of its goals and objectives.

Poor, incomplete, not comprehensive 0-21	Marginally comprehensive, lacks rigor 22-24	Comprehensive, rigorous 25-26	Exceptionally comprehensive and rigorous 27-30
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no information about the goals and objectives and their indicators for achievement.	minimal information about the goals and objectives and their indicators for achievement.	information about the goals and objectives and their indicators for achievement.	extensive information about the goals and objectives and their indicators for achievement.

3. Project Need (30 points)

Identify why the public school academy is needed in that specific community by the population of students in it. Document how the proposed charter school expands choice options in a community with a concentration of "high priority" schools. Describe how parents were or will be involved in the design and implementation of the school. How will it differ from other schools in the intended area in meeting that need? Each part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
No description of why the school is needed in that specific community and provides no documentation of that need.	A minimal description of why the school is needed in that specific community and provides minimal documentation of that need.	A description of why the school is needed in that specific community and provides documentation of that need.	An extensive description of why the school is needed in that specific community and provides extensive documentation of that need.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no description of how parents and other members of the community were or will be involved in the design and implementation of the school.	A minimal description of how parents and other members of the community were or will be involved in the design and implementation of the school.	A description of how parents and other members of the community were or will be involved in the design and implementation of the school.	An extensive description of how parents and other members of the community were or will be involved in the design and implementation of the school.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how the public school academy will differ from other schools in the area.	minimal evidence of how the public school academy will differ from other schools in the area.	evidence of how the public school academy will differ from other schools in the area.	extensive evidence of how the public school academy will differ from other schools in the area.

4. Low Income and At-Risk Students (30 points)

Describe the number and percentage of low income and at-risk students that will be or are enrolled in the charter school. Describe any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at risk students to be served. Demonstrate how the proposed charter school will provide choice options for students and parents in a region with a concentration of high priority schools (schools in need of improvement, corrective action or restructuring). A listing of schools and their AYP phase may be found on the MDE website at: <https://oeaa.state.mi.us/ayp/Docs/AypReports.zip>. Each part is worth 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	minimal evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	extensive evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .	minimal evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .	evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school.	extensive evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal:	The proposal:	The proposal:	The proposal:
does not demonstrate how the proposed charter school will provide choice options for students and parents in areas with a concentration of high priority schools.	minimally demonstrates how the proposed charter school will provide choice options for students and parents in areas with a concentration of high priority schools.	demonstrates how the proposed charter school will provide choice options for students and parents in areas with a concentration of high priority schools.	extensively demonstrates how the proposed charter school will provide choice options for students and parents in areas with a concentration of high priority schools.

5. Inclusion/Equitable Access (15 points)

Provide a clear description as to how the school will ensure equitable access to participation in its program and services by persons or groups that are underserved and with special needs.

Poor, incomplete, not comprehensive 0-5	Marginally comprehensive, lacks rigor 6-10	Comprehensive, rigorous 11-13	Exceptionally comprehensive and rigorous 14-15
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence as to how it will ensure equitable access to participation in its program and services by persons or groups that are underserved and with special needs.	minimal evidence as to how it will ensure equitable access to participation in its program and services by persons or groups that are underserved and with special needs.	evidence as to how it will ensure equitable access to participation in its program and services by persons or groups that are underserved and with special needs.	extensive evidence as to how it will ensure equitable access to participation in its program and services by persons or groups that are underserved and with special needs.

6. Curriculum Alignment (10 points)

Provide the school's plan for ensuring that its curriculum is aligned with state benchmarks and standards.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-5	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence as to how the school will ensure curriculum alignment with state benchmarks and standards.	minimal evidence as to how the school will ensure curriculum alignment with state benchmarks and standards.	evidence as to how the school will ensure curriculum alignment with state benchmarks and standards.	extensive evidence as to how the school will ensure curriculum alignment with state benchmarks and standards.

7. Highly Qualified Staff (10 points)

Provide the school's plan for how it will ensure highly qualified teachers, paraprofessionals and other staff in the school.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of a plan for how the school will ensure highly qualified teachers, paraprofessionals and other staff.	minimal evidence of a plan for how the school will ensure highly qualified teachers, paraprofessionals and other staff.	evidence of a plan for how the school will ensure highly qualified teachers, paraprofessionals and other staff.	extensive evidence of a plan for how the school will ensure highly qualified teachers, paraprofessionals and other staff.

8. Access to Computer Technology (10 points)

Provide the school's plans for how it will ensure student and teacher access to computer technology and assist them in embracing the "Information Age."

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of a plan for how the school will ensure access to computer technology for teachers and students.	minimal evidence of a plan for how the school will ensure access to computer technology for teachers and students.	evidence as of a plan for how the school will ensure access to computer technology for teachers and students.	extensive evidence of a plan for how the school will ensure access to computer technology for teachers and students.

9. Budget (30 points)

Provide a clear and detailed narrative to the Budget Summary and Budget Detail for expenditures proposed in the first year. Detail must include unit cost. The first year budget may propose expenditures for only the Planning or both the Planning and Implementation portions of the grant and must be clearly labeled and identified as Planning or Implementation. A proposed time frame for each portion of the first year grant (Planning or Implementation) must be indicated in the budget narrative if expenditures are for both Planning and Implementation in the first year. There must be a clear relationship between the proposed expenditures and the goals and objectives of the project. The narrative must also clearly identify expenditures proposed for staff development, computer technology and training. Provide budget information for years two and three. Proposed expenditures in years two and three will be disbursed as Implementation grants. See Help for examples of allowable expenditures under the Budget section of the application. Each part is worth a maximum of 15 points.

Poor, incomplete, not comprehensive 0-5	Marginally comprehensive, lacks rigor 6-10	Comprehensive, rigorous 11-13	Exceptionally comprehensive and rigorous 14-15
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of a clear description of the budget summary and detail of proposed expenditures.	minimal evidence of a clear description of the budget summary and detail of proposed expenditures.	evidence of a clear description of the budget summary and detail of proposed expenditures.	extensive evidence of a clear description of the budget summary and detail of proposed expenditures.

Poor, incomplete, not comprehensive 0-5	Marginally comprehensive, lacks rigor 6-10	Comprehensive, rigorous 11-13	Exceptionally comprehensive and rigorous 14-15
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of a clear relationship between the proposed budget expenditures and the goals and objectives of the project.	minimal evidence of a clear relationship between the proposed budget expenditures and the goals and objectives of the project.	evidence of a clear relationship between the proposed budget expenditures and the goals and objectives of the project.	extensive evidence of a clear relationship between the proposed budget expenditures and the goals and objectives of the project.

SCORING CRITERIA:

NOTE: Only proposals with a minimum of 150 points (out of 185) will be considered for funding.

A budget summary and budget detail is part of the application process for year one of the grant. A budget summary for years two and three of the grant must be provided. The budget summary must total to no more than the amount of the grant received, although proposed expenses may be higher. The budget detail must have a narrative explaining the proposed expenditures and must use the Michigan School Accounting Manual (Bulletin 1022) that may be accessed at: http://michigan.gov/mde/0,1607,7-140-6530_6605-21321--,00.html.

Question and Answer Document
Planning/Implementation Grant

1) What is the federal charter school grant program administered by MDE?

There are three possible grant awards available for new academies. Grants are awarded to the Public School Academy Program (PSAP) from the federal Charter Schools Office. The PSAP unit then makes this grant money available to those academies that are in their first 36 months as an academy. In Michigan, you must be “authorized” and contract received before the MDE releases grant funds. The PSAP has set a grant target of \$150,000 per grant award per PSA, dependent upon the availability of the funds. The federal statute that accompany the grant require strict and full adherence to the PCSP “single grant standard.” This “single grant” provision says that if you receive a grant under this “planning phase” you are eligible for up to an additional twenty-four months of continuation funding during the thirty-six (36) months of total **allowable** funding.

2) Must I compete for all three grants?

No. You only compete once. However, you do need to **apply** for each available grant.

3) When will the grant application be available on MEGS, and what is the due date for the applications?

Applications for the competitive 2006-2007 Charter School Planning/ Implementation Grant Program will be posted on the Michigan Department of Education’s website on May 8, 2006. The deadline for application is June 22, 2006.

4) How much in federal funds did MDE have to distribute for the 2005-2006 grant year? How much of the funding was distributed?

MDE received \$6,750,000 in federal charter school funds for awards for schools in the 2005-2006 budget year (October 1, 2005 through September 30, 2006). Those funds have been committed to grant awards totaling:

\$2,250,000 for Planning/Implementation (first year) grants
\$3,487,500 for Implementation (second & third year) grants
\$ 675,000 for Dissemination grants (no more than 10% of the total funds may go to Dissemination grants)
\$ 337,500 for administration retained by the MDE (this includes contracts for some educational support services for PSAs)

5) How many applied for the 2005-2006 Planning/Implementation grant? How many awards were made?

Fifteen proposed public school academies applied for the Planning/Implementation grant and 13 awards were made.

6) Who may apply?

Eligible applicants for the 2006-2007 Charter School Planning/Implementation Grant Program include:

- Public school academies who have not received a federal Charter School Grant and are within their first thirty-six (36) months of operation.
- Public school academies planning on opening by the fall of 2007.
- Proposed public school academies that have made an application to an eligible authorizing entity.

The term “legal applicant” is the name of the proposed academy and “contact person” is one who is working with an authorized public chartering agency participating in a partnership with a developer to establish a charter school. A for-profit entity does not qualify as an eligible applicant. An educational service provider (ESP) may make application for a grant award acting as an agent of the charter school or proposed charter school board. An ESP must provide documentation that they are acting as the agent of the charter school or proposed charter school board, and provide contact information regarding the board or proposed board members.

7) Who decides who gets the grant awards?

MDE, Office of School Improvement, PSAP solicits interested persons to volunteer their time to serve as unpaid peer grant reviewers to review the applications submitted, score the applications based upon the established rubrics, and to make recommendations to MDE regarding whether proposals should be funded. Persons interested in becoming a peer reviewer may indicate their interest in reviewing charter school and other grants administered by MDE by registering on the MEGS grant system as a potential reviewer. Persons that serve on the review panel are typically instructional or administrative staff working in Michigan charter schools. Reviewers have also included representatives of authorizing bodies, the National Charter Schools Institute, and others interested in the charter school movement.

The recommendations of the review panel for each charter school grant are written on a consensus review sheet and this is provided to applicants for their understanding as to why a grant may not have been recommended for an award. In most cases, MDE staffs concur with the recommendations of the review panel. Final recommendations are contingent upon the approval of the Superintendent of Public Instruction.

8) What are eligible activities for the Planning/Implementation and Implementation Grants?

Federal legislation defines two discrete grant activities that we define as Planning and Implementation. The following is from the federal legislation:

Planning: Post-award planning and design of the educational program, which may include

- c. refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
- d. professional development of teachers and other staff who will work in the charter school; and

Implementation: Initial implementation of the charter school, which may include

- a. informing the community about the school;
- b. acquiring necessary equipment and educational materials and supplies;
- c. acquiring or developing curriculum materials; and
- d. other initial operational costs that cannot be met from State or local sources.

9) What are the common deficits in the applications that reduce the scores awarded by reviewers?

The review panels tend to reduce the scores awarded to applications where responses are generic, lack significant detail, are not customized to the student population to be served, appear to be formatted and not individualized based upon unique characteristics of the school proposed. Reviewers tend to assign higher scores where the proposed activities are detailed and well articulated. Budgets should include a clear narrative with as much detail as possible, including estimated unit costs. Applicants should pay close attention to the directions provided in HELP in the MEGS application. Goals and objectives for the proposed projects should span three years, with measurable performance indicators throughout the three years. Specific persons or positions should be indicated to be responsible for accomplishment of the goals and objectives of the project. Close attention to selected grant priority areas, and consistency in addressing those areas over the three year proposal, will result in a higher score.

10) What is a successful applicant expected to do if they are awarded the grant funds?

Grant recipients must ensure that grant funds are spent as proposed in the approved application. Two narrative performance reports will be required during the grant period describing the status and progress of the project. A form for the performance reports will be available to those successful applicants via MEGS.

As a condition of acceptance of the grant, the school must participate in a grant program evaluation project that is being implemented by an outside evaluator under contract to MDE. Outside evaluation of Michigan's charter school grant program is a condition of the grant award by the United States Department of Education to MDE.

MDE's "Final Expenditure Report Form, DS-4044" is used for final financial reporting and is completed online 60 days after completion of the project. Failure to complete the DS-4044 could result in loss of funding in which the academy must repay to the Michigan Department of Education.

Other expectations and requirements of the grant program are explained in the MDE document "Application for 2006-2007 Charter School Planning/ Implementation Grant, Twelfth Cycle," found on the MDE website, www.michigan.gov/mde under Grants, and in the "Certificates and Assurances" agreement contained in the MEGS application that all grant applicants must agree to as a condition of the application.