

**Michigan Department of Education
Public School Academy Program
ANNOUNCEMENT OF
2009-2010 CHARTER SCHOOL COMPETITIVE DISSEMINATION SUBGRANTS**

**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 2009-2010 Charter School Competitive Dissemination Grant Program. This program is supported under Title V, Part B, Public Charter Schools Program, No Child Left Behind Act. The Michigan Department of Education (MDE) was successful in receiving a grant under this program for **\$22,802,234** over a three-year period, including \$7,823,343 for 2009-10. The MDE may award up to \$500,000 in dissemination grant funds during 2009-10 to public school academies, on a competitive basis.

ELIGIBLE APPLICANTS

Michigan PSAs that have **not already received a dissemination grant** may apply if they

- have been in operation for at least three consecutive academic years, and
- are financially viable and operationally successful, and
- have achieved at least 60% proficiency in both ELA and Mathematics MEAP results or serve Strict Discipline Academy or Alternative Education populations and have alternative evidence of their academic success.

DEADLINE TO APPLY

The application must be received at MDE by **Thursday, January 21, 2010**. Applications must be submitted using the Michigan Education Grants System (MEGS).

CONTACT INFORMATION

Questions regarding the 2009-2010 Charter School Competitive Dissemination Grant Program, may be directed to Greg Olszta, Public School Academy Program, Office of School Improvement at 517/241-4715.

GRANT PURPOSE

The purpose of this grant is to fund proposals that will support activities that strengthen the pool of applicants for Michigan charters. **Priority points are awarded to applicants who propose projects in the evaluation and high school design categories.** The state is currently making dissemination grant funds available for projects in any of the following three categories:

Evaluation subgrants: Dissemination-eligible schools are being invited to:

- identify a teaching and learning practice to which they attribute their success,
- partner with an external, academic-quality evaluator,
- propose a two-year research design (up to \$100,000/year) to gather data that tests the hypothesis that under particular conditions identified in the research, this practice contributed to the success, and
- Propose (optional) mentorship activities as in partnership subgrants below

The resulting research briefs are given to all Michigan LEAs as part of the Office of Education Improvement & Innovation (OEII)'s best practices publications and featured at the Best Practice conference to be held as part of OEII's semi-annual School Improvement Conference. Priority points are given to applicants whose **success has been achieved with more than 50% free-and-reduced-lunch-eligible students, to applicants that have met the criteria for success repeatedly, and for those serving secondary grade levels.**

Mentorship subgrants: Successful PSAs are alternatively invited to identify a charter-development team with a new school application in process (not being prepared by an ESP related to the PSA) and propose a series of mentorship activities designed to lend experience to the team's work. Eligible activities include planning team visits and internships at the mentor school, mentor-review of the team's draft plans, back-office and business plan consultations, policy and practice sharing, board-to-board orientation sessions, mutual visits to third party sites to investigate promising teaching and learning practices. **Priority points are added for any mentorship applicant that has been requested as a mentor by a Phase 1 "academic vision" planning subgrantee, for applicants that have met the criteria for success repeatedly, and for those serving secondary grade levels.**

High School Design subgrants: Successful PSAs are also invited to propose a partnership between an operating K-5 or K-8 PSA preparing to expand to open secondary grade levels and a successful secondary-level PSA. Eligible activities include investigating a specified teaching and learning practice, adapting it to the needs of both partners, piloting its use in the existing secondary-level PSA, mentorship activities of the kind included in Mentorship subgrants, and peer review exchanges between the schools.

REQUIRED ACTIVITIES & PRODUCTS

Each dissemination project will produce a "packet" modeled after Michigan's MI-Map School Improvement Tool Kit for inclusion in future editions. Describe the proposed MI-Map School Improvement Tool Kit packet you expect to be able to produce as a result of your grant-funded activities. Information about the MI-Map School Improvement Tool Kit may be found at the webpage: http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

Each dissemination project will make one or more presentations at a national, state or regional conference as part of the plan for dissemination of the information regarding the project. Grant funds to support the dissemination activities and Took Kit products must be described in the proposed budget with sufficient detail that includes costs for travel, printing, product development, production, and other projected costs.

Activities necessary to deliver these end-products must be described in the applicant's management plan. Funds sufficient to carry each activity out should be identified in the proposed budget. Examples of other allowable expenses under the grant include:

- Costs to develop materials, conduct trainings, etc.
- Costs of producing materials
- School staff time for "above and beyond" the call of duty work. Schools may not supplant salary funds from the regular school day and duties.
- Travel and lodging costs for mentor schools, contractors, and mentees
- Costs for dissemination activities
- Costs for necessary tools for presentations and workshops

- Conference costs (along the lines of dissemination costs above)
- Grant or reporting costs
- Costs associated with demonstration of activities to larger developer groups (5-10 schools)

GRANT RANGE & BUDGET INFORMATION

Grantees may receive a single year of funding through this grant. Funds totaling approximately \$500,000 are available at this time. Proposals may be submitted for funding up to \$100,000. The total number of grants funded will depend upon the quality of proposals submitted and the amount of funding requested. Upon successful completion of the first year funding, grantees will become eligible to propose follow-up activities for an additional year of funding.

The applicant must provide two kinds of budget information.

1) A Budget Summary page totals to the full amount of the grant request, and divides the proposed expenditures into the Michigan school accounting categories displayed on the MEGS form.

2) Budget Detail pages split each line from the summary into more detailed lines, each one of which addresses a single activity or use from the management plan. The “Description” column is used to provide cost assumptions that explain how the amount for that line was calculated. (For instance, “coordinator at \$75/hour for 4 hours”) This column should also include a numbered reference to the line in the project management plan which describes the activity being supported.

LENGTH OF AWARD AND PROJECT PERIOD

Applicants may apply for a one-year grant, beginning March 15, 2010 and ending March 14, 2011.

Person(s) responsible for direction or management of the project must be employees or contractors of the public school academy that is the recipient of the grant award, or employees or contractors of the educational service provider (ESP) operating the school and staff working on-site in the school. Federal grant funds may not supplant state or local funds allocated to the school. Additionally, the grant recipient charter school may retain five (5) percent administrative funds.

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

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement. Second year funding is contingent on the availability of continued federal funding.

CLOSING DATE

Applications for the 2009-2010 Charter School Dissemination Grant must be completed and submitted using the Michigan Electronic Grants System (MEGS). This system is available at <http://meis.mde.state.mi.us/megs> and requires a MEIS Login and Password, as well as the appropriate level of access to MEGS. The application for MEIS accounts criteria can be found on the Michigan Department of Education Grants website under the section “What’s New”: <http://michigan.gov/mde-grants>. Applications must be received at the Michigan Department of Education by **Thursday, January 21, 2010**.

The anticipated grant award date is March 15, 2010.

APPLICATION PREPARATION, PAGE LIMIT AND FONT SIZE

Applications should be prepared simply and economically, with the narrative portion of the proposal being **no more than 15 pages in length, double-spaced and with a font no smaller than 11-point font.** The application template is included at the end of this announcement, and an electronic template can be downloaded inside the MEGS grant application.

REVIEW PROCESS

Applications will be reviewed by a broad-based committee of individuals supportive of the systemic reform of public education and the charter school concept, and who are knowledgeable of educational and organizational concepts embodied in school reform. Award selections will be based on merit, quality and thoroughness, as determined by points awarded on the rubric furnished at the end of this announcement. All applications will be thoroughly reviewed and evaluated to assure guidelines of the federal regulations are met. Only proposals that meet the federal guidelines for allowable activities will be considered. An eligible application under this program must focus the grant award on project specifics listed in this grant announcement.

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

All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

FUNDABLE ACTIVITIES

Michigan invites proposals of the three kinds listed above within the following fundable activities permitted by federal statute establishing the Charter School Grant program:

- Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school;
- Developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership;
- Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on current successful practices within the assisting charter school; and
- Conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.

A charter school may not use dissemination grant funds, either directly or through a contractor, for marketing or recruitment activities designed to promote itself or the programs offered by it or by a contractor to parents or the community.

NOTE: Applicants must target one or more of the fundable activities listed in the "Grant Purpose" section above.

PAYMENT SCHEDULE

Request for payment will occur via the Cash Management System. An overview of the system can be found at [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 has incurred bills that must be paid within **3 days**.](#)

PERFORMANCE REPORTING

As a condition of receiving Charter School Grant Program funding, all recipients will provide the Department with Progress Reports of their performance in meeting program Tasks and Deliverables set forth in the application for grant, and documentation of expenditures in accordance with the approved budget and Management Plan. The Progress Report should address the outcomes of the Tasks and Deliverable that were outlined in your final approved Narrative and Management Plan, and must clearly describe how the activities of the grant period met or failed to meet proposed Tasks and Deliverables.

Progress Reports include a Financial Report that must be prepared to document the grant expenditures by Budget Detail line item. Along with the Progress Reports, grantees must submit substantiating documentation for the reported expenditures, including copies of the following:

- signed vendor contracts and agreements (which must provide the scope of work to be provided and the rate of compensation)
- all purchase orders, detailed invoices, receipts, and cancelled checks for goods and services purchased with grant funds
- documentation of time and attendance, and time sheets documenting the work provided by school or contracted staff in implementation of the project.
- documentation of a detailed inventory of all durable supplies, materials and equipment purchased with grant funds.

NOTE: Grant funds may only be spent according to the approved Narrative, Management Plan and Budget Detail in MEGS. Deviation from the approved budget, without prior approval, may result in **loss of funding** so that funds would need to be returned to MDE.

Documentation and purchasing procedures must be maintained in accordance with the Education Department General Administrative Regulations (EDGAR) and Michigan law and regulations. EDGAR may be found at the link:

<http://www.ed.gov/programs/charter/legislation.html>

The Progress Reports are due on the following dates:

September 30, 2010 (Midyear Progress Report)

Friday, May 14, 2011, 60 days after project completion (Final Progress Report)

A form for the Progress Reports will be available to successful applicants.

FINANCIAL REPORTING

The Department's "**Final Expenditure Report Form**" is used for final financial reporting and is completed online **60 days** after completion of each grant. Failure to complete the Final

Expenditure Report could result in **loss of funding** so that funds would need to be returned to MDE.

FINANCIAL AUDIT

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

WHERE TO OBTAIN ASSISTANCE

These materials are issued by the Michigan Department of Education, Public School Academy Program which is the sole point of contact in the state for this program. Questions should be directed to the Public School Academy Program at 517/373-4631.

LIST OF ELIGIBLE ACADEMIES

Following is a list of public school academies that have not received a dissemination grant, are in their fourth year of operation, and meet academic success criteria:

82921	Academy for Business & Technology	63918	Laurus Academy
25908	Academy of Flint	25907	Linden Charter Academy
63903	Academy of Southfield	82910	Martin Luther King Jr Ed Ctr
63914	Advanced Technology Academy	82924	Marvin L Winans Acad of Performing Arts
82981	American Montessori Academy	82967	Metro Charter Academy
81904	Ann Arbor Learning Community	37902	Morey Public School Academy
13901	Arbor Academy	50908	Mt. Clemens Montessori Academy
04901	Bingham Academy	41901	New Branches School
70904	Black River Public School	73910	North Saginaw Charter Academy
25909	Burton Glen Charter Academy	15902	Northwest Academy
41908	Byron Center Charter School	39903	Oakland Academy
82968	Canton Charter Academy	12901	Pansophia Academy
81902	Central Academy	38902	Paragon Charter Academy
82918	Cesar Chavez Academy	39905	Paramount Charter Academy
41920	Chandler Woods Charter Academy	82904	Plymouth Educational Center
33901	Cole Academy	50909	Prevail Academy
15901	Concord Academy-Boyne	41919	Ridge Park Charter Academy
11901	Countryside Academy	82975	Riverside Academy
26901	Creative Learn Acad of Sci Math & Humanities	73908	Saginaw Preparatory Academy
82969	Creative Montessori Academy	81905	South Arbor Charter Academy
41918	Creative Technologies Academy	82941	Star International Academy
41916	Cross Creek Charter Academy	82916	Summit Academy
54901	Crossroads Charter Academy	82938	Summit Academy North
82974	Detroit Merit Charter Academy	82995	Taylor Exemplar Academy
03901	Discovery Elementary School	58902	Triumph Academy
82930	Dove Academy of Detroit	70905	Vanderbilt Charter Academy
70906	Eagle's Crest Charter Academy	41910	Vanguard Charter Academy
82945	Edison Public School Academy	41909	Vista Charter Academy
63910	Edison Oakland Public School Academy	70901	Walden Green Montessori
13902	Endeavor Charter Academy	41915	Walker Charter Academy
41905	Excel Charter Academy	63913	Walton Charter Academy
81906	Fortis Academy	70902	West MI Acad for Arts and Academics
82911	Gaudior Academy	33906	White Pine Academy
25903	Grand Blanc Academy	41917	William C Abney Academy
41911	Grattan Academy	33909	Windemere Park Charter Academy
63922	Great Oaks Academy	25902	Woodland Park Academy
82977	Hamtramck Academy	28901	Woodland School
30901	Hillsdale Preparatory School	63919	Woodmont Academy

Applicants in their 4th year or more of operation which serve alternative populations and have not received a dissemination grant to date. These applicants may propose alternative evidence for their academic success.

56903 Academic and Career Education Academy
13904 Battle Creek Area Learning Center
82971 Blanche Kelso Bruce Academy
74906 Blue Water Learning Academy
51903 Casman Alternative Academy
82991 Covenant House Life Skills Center Central
82990 Covenant House Life Skills Center East
82989 Covenant House Life Skills Center West
82929 Detroit Academy of Arts and Sciences
82978 Life Skills Center of Metropolitan Detroit
63920 Life Skills Center of Pontiac
71902 Presque Isle Academy II
73911 Saginaw Learn to Earn Academy
74911 St. Clair County Intervention Academy
74901 St. Clair County Learning Academy
70907 Wavecrest Career Academy
56901 Windover High School

**2009-10 Dissemination Grant Application
Due January 21, 2010**

Please answer the following questions and upload your response document to MEGS.
Applications should be prepared simply and economically, with the narrative portion of the proposal being no more than 15 pages in length, double-spaced and with a font no smaller than 11-point font.

Please address the following questions:

1. Your school has been determined to be eligible for a dissemination grant because MEAP results show at least 60% of your students are proficient in both English and Mathematics. Describe here what other indicators your school considers evidence of outstanding success at goals established in your charter and/or related to your mission.
2. Identify which kind of dissemination grant you are applying for, and describe the proposed project you would carry out with the grant funds.
 - Evaluation grants: We are proposing a one- or two-year research design to gather data that tests the hypothesis that under particular conditions identified in the research, a particular practice has contributed to our success and may be replicable in other charter schools.
 - Mentorship grants: We have identified a charter-development team with a new charter application in process (not being prepared by an ESP related to the PSA) and propose a series of mentorship activities designed to lend experience to the team's work.
 - High School Design grants: We are proposing a partnership with an operating K-5 or K-8 PSA preparing to expand to open secondary grade levels.
3. Describe the expected benefits/learnings that will accrue to the project partners. How will this help teachers teach, learners learn or governance boards govern?
4. Each project is required to propose **at least one written "packet"** modeled after those in Michigan's MI-Map School Improvement Tool Kit for inclusion in future editions to be distributed by MDE. The packet will be developed as part of the grant-funded activities, and distributed by MDE as part of future generations of the MI-Map publication. The packet does not have to be written and submitted as part of the application. However, the application must identify the title and provide a half-page synopsis describing what a reader/user would be able to do after following the steps outlined in the proposed MI-Map packet. Information about the MI-Map School Improvement Tool Kit may be found at: http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html .

One required product is at least one MI-Map packet setting out (and supporting) a checklist of activities for a potential mentee/reader that wants to duplicate your chosen practice. You may find it useful to divide the practice into several smaller development projects/packets. For each packet you envision, outline here the kind of information you expect to include on the first page of such a packet:

Title: *Preparing to [Do Your Chosen Practice – Begin with a verb]*

Why go this route? *[Bullet points laying out a rationale for investing in this checklist/practice]*

You'll know you've arrived when ... *[Bullet points listing the deliverables a user will have once they complete this checklist/practice]*

It's about TIME: *[Estimated investment of time required for a mentee/reader to undertake this checklist/practice].*

Potential COSTS: *[Estimated dollar investment required for a user to undertake this checklist/practice].*

Sample steps for the Checklist: *[Illustrate a few steps that might be part of the checklist you will develop during the grant period for use by mentees/readers.]*

5. Describe the audience for whom you are designing the products above. What evidence do you have that they feel a need for a product such as yours? How big is the audience? What other avenues besides MI-Map School Improvement Tool Kit publication do you propose to use to offer the information to your intended audience?

6. Use the format downloadable from MEGS to lay out your project management plan. Each row in the table should list Tasks or steps that lead to a single milestone or Deliverable. Assign costs to each row, and identify the function codes from your budget detail sheet that will be spent to accomplish the deliverable.

Management Plan

Use this form to summarize the activities you plan to undertake with grant funds, specify their deliverables and schedule them over the project period by placing a check or X in the month they will be completed. Tie each activity to its expected costs and indicate which Budget Detail line item you will charge the expenses to. (It may help to number the budget detail lines so you can refer to them here.) Describe here only the activities you will undertake with grant funds, not everything you'll do to develop your school.

Task (What will you do with your grant funds? Identify persons, organizations responsible for each)	Deliverables (When the task is finished, what will you have?)	Budgeted Cost (by Budget Detail Line)	Target Date (When will this task be completed?)											
			Sept 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun 10	Jul 10	Aug 10

2009-10 Dissemination Grant Rubric

Reviewers will use the following rubric to evaluate and score your application. Use it as part of your application preparation process to anticipate the kinds of things they will be expecting and ensure that you make the strongest case possible for each item.

EDUCATIONAL PRACTICE	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Are the expected benefits/learnings substantive and important to school success?							
Is the practice specific and tightly-enough defined?							
Does the applicant have extensive experience with the practice?							
Has the applicant thoughtfully defined "lessons learned" in a way that promises to be helpful to mentees/readers seeking to avoid pitfalls?							

CAPACITY TO MENTOR	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Does the applicant identify personnel whose experience, credentials and/or relationship with the school make it likely that they would provide credible guidance to development teams?							
Has the applicant taken sufficient care to ensure that funds will not be supplanting otherwise available funding?							
Is there a credible approach that balances the need for mentor personnel to have hands-on experience, with the need not to interfere with other duties they will be performing for the school?							

PROPOSED MI-MAP PACKET	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Are the packet(s) envisioned by the applicant interesting and inviting? Is a reader/mentor likely to believe that completing the packet's checklist will be beneficial?							
Does the applicant estimate realistically the amount of time and money that a mentee/reader should anticipate investing in learning and developing the practice?							
Are the deliverables concrete and specific? Would a reader/mentee know whether or not they have been accomplished?							
Are the sample steps well-chosen to represent interim products or tasks that could lead to developing a sound system?							

INTENSIVE MENTORING STRATEGY	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Does the applicant envision sufficient interaction so that the mentees will likely gain a good sense of the mentor's working system?							
Does the applicant envision coaching the mentee's own work in addition to showing how the mature system works?							
Has the applicant identified suitable mentees?							
Alternatively, has the applicant laid out a concrete plan for identifying and recruiting suitable mentees?							

SHADOW MENTORING STRATEGY	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Does the applicant envision sufficient interaction so that the mentees will likely gain a good sense of the mentor's working system?							
Does the applicant envision coaching the mentee's own work in addition to showing how the mature system works?							
Has the applicant identified suitable mentees?							
Alternatively, has the applicant laid out a concrete plan for identifying and recruiting suitable mentees?							

PROPOSED PRESENTATIONS	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Has the applicant identified topics that would be of interest to conference-goers?							
Has the applicant identified conferences at which audiences are likely to find the topics interesting?							

QUALITY OF WORKPLAN & BUDGET	Not at all -- 1	2	Somewhat 3	4	Quite a bit 5	6	Very Much 7
Is the workplan thorough and well-developed?							
Are deliverables likely to lead to accomplishment of the mentoring goal of the program?							
Are budgeted expenditures sensible uses of funds?							