

Michigan Department of Education
Public School Academy Program

**ANNOUNCEMENT OF
2009-2010 CHARTER SCHOOL PLANNING AND IMPLEMENTATION 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 Grant. The program is supported under Title V, Part C, Public Charter Schools Program (PCSP), No Child Left Behind Act of 2001. 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: (i) planning subgrants to support qualified public school academy developers as they apply for charter contracts, and (ii) implementation subgrants to public school academies in the first two years of operation.

DEADLINES

MDE will accept subgrant applications for funding up to 18 months of a project period from earlier stage PSA planners who meet eligibility criteria set forth on page 2.

MDE expects most applicants to use up to 18 months to plan for 2010 or 2011 school openings. Interested applicants must obtain a Michigan Education Information System (MEIS) account number, obtain a temporary district code, and submit a Michigan Electronic Grants System (MEGS) authorization form by **January 7, 2010**. Completed applications must be received at the Michigan Department of Education by **January 21, 2010**. Review panels are expected to score the applications by mid-February; subgrant announcements are expected by March 7, for a March 15, 2010 award date.

PUBLIC SCHOOL ACADEMIES IN MICHIGAN

Charter schools in Michigan are designated generally in statute as "Public School Academies" and must be organized under one of three 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 MCLA numbers below to download and read the entire applicable sections of law before deciding which kind of PSA is being developed:

- Part 6A (MCLA 380.501-380.507) for Public School Academies
- Part 6C (MCLA 380.521-380.529) for Urban High Schools
- Part 16 (MCLA 380.1311b-380.1311i) for Strict Discipline Academies

Public school academies must be tuition-free and non-discriminatory in all policies and procedures.

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. Contact MDE staff (at 517/373-4631) to determine the PSA's eligibility if the proposed charter school does not intend to count pupils for the purposes of receiving state aid.

FEDERAL CSP GRANT PURPOSE

Michigan has been awarded funds through the PCSP for the purposes of:

- broadening and strengthening the pool of charter applicants available to Michigan authorizers, and
- supporting those charter applicants that succeed in obtaining a charter contract as they launch the schools they planned.

To that end, MDE invites proposals from PSA developers for up to 18 months of Program Planning and Design in three stages:

- Stage 1: Refinement of an ambitious, innovative academic vision, and design of a data-based program evaluation methodology that will demonstrate to the governance body whether the vision is succeeding. Up to \$35,000 will be released upon award for use in completing these deliverables.
- Stage 2: Development of a sound, comprehensive business plan to support the academic vision and finalization of a full charter application strong enough to secure a charter contract from a Michigan authorizer. Up to \$75,000 of additional funds will be released upon satisfactory completion of Stage 1 for use in completing these deliverables.
- Stage 3: Ramping up operations toward opening, including engaging and training staff. Up to \$50,000 of additional funds will be released upon acquisition of a charter contract. (A subgrantee that meets the requirements of Stage 1 or 2 upon application (or that can complete them using less than its Stage 1/2 funding) may use all of its funding for later stage planning activities.)

Implementation funding is available to successful planning subgrantees for up to the first two years of operations of a new PSA for purposes of equipping and supplying the 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.

This grant program and the federal statutes that accompany it require strict and full adherence to the PCSP “single grant standard.” This “single grant” provision says that an applicant that receives a subgrant under this competition is eligible for up to thirty-six (36) 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.

Notification of this subgrant has been 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/charters>.

ELIGIBLE/LEGAL APPLICANTS

Only nonprofit corporations are eligible to apply. 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, the nonprofit PSA corporation holding the charter contract may apply. Development teams that have applied for but not yet received a charter contract must be nonprofit corporations to apply for a subgrant.

Earlier stage PSA planners must meet **one or more** of the following criteria:

The applicant must have a letter from a Michigan authorizer indicating that the applicant is a finalist that is being seriously considered to receive a charter from that authorizing entity. In many instances, this will be reflected as an applicant being "in phase two or greater" of authorizer application review. A copy of the letter must be received by the MDE Public School Academy Program by the application due date.

The applicant must provide documentation of a partnership with an existing school - either in Michigan or nationally - that has demonstrated overall success (>60% proficiency in English Language Arts and Mathematics as measured by state standardized tests for two or more consecutive years – see Appendix A for list) and is going to work with the applicant to replicate its program. A copy of the partnership agreement, signed by the president of the nonprofit applicant board and by a representative of the school partner must be received by the MDE Public School Academy Program by the application due date.

- The applicant must provide documentation of an agreement to receive quality technical assistance from a recognized service provider, such as the Michigan Association of Public School Academies (MAPSA), the National Charter Schools Institute (NCSI) or a current charter school authorizer. The service provider must be an established organization with minimum liability insurance coverage of \$1 million, and have five or more years of documented experience providing leadership training and development services in the field of K-12 education.

Information about the service provider's capacity and the structure of the technical assistance to be provided will be scrutinized and evaluated as part of the applicant's Management Plan.

In addition, applicants must have completed all of the following federally-required action steps:

The applicant must have applied to at least one Michigan authorizer for a charter contract within the 12-month period before the grant application due date.

1. The applicant must have 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.
2. A copy of the authorizer notification/application transmittal letter to the authorizer must be sent and received by MDE prior to the application deadline.

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.

Program Planning and Design subgrant awards are specific to the proposed or authorized 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.

If a proposed charter school is awarded a Program Planning and Design subgrant and changes the originally identified community location of the project, the subgrant 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.

Subgrant award recipients that later change the name of the school must provide the written assurance of the authorizing entity that the PSA authorized is essentially the same proposed school that was originally awarded the subgrant.

A for-profit entity does not qualify as an eligible applicant. An educational service provider (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 and not part of the ESP.

Planning and implementation funds may only be awarded one time. If a nonprofit working with a proposed charter school has already received a planning subgrant, it may not receive a second planning subgrant. A separate and distinct nonprofit corporation must be used for each proposed charter school. The nonprofit corporation may not be a proposed ESP.

For information, forms and instructions regarding nonprofit incorporation in Michigan, visit the Department of Energy, Labor and Economic Growth (DELEG) website at www.michigan.gov/dleg. Choose commercial services and corporations...business services ... corporations ... domestic nonprofit corporation. Please note that Michigan allows two specialized types of corporations, both of which actually operate schools (as subgrantees will not do during the term of the subgrant):

- PSA corporations, and
- Education corporations

Each of these requires compliance with additional regulations; NEITHER is necessary for subgrant eligibility purposes. Development Teams seeking incorporation are encouraged to secure **general nonprofit incorporation**. Applicants for incorporation should not state in the purposes outlined in that application that they will operate a school. If the team succeeds in obtaining a charter contract from an authorizer, a PSA corporation that will operate the school will be formed as part of the chartering process.

SUBGRANT RANGE AND LENGTH OF AWARD

During Michigan's three year grant cycle, funds up to **\$160,000 for up to 18 months** of program planning and design may be used for activities consistent with federal law, including but not limited to:

- Articulation and refinement of desired educational results;
- Identification of methods capable of achieving desired results;
- Professional development of teachers and staff that will work in the school, or of volunteer board members;
- Planning, procurement, or development of testing designed to measure student achievement;
- Design of formative evaluation processes that feed information about student achievement back to teachers, or information about contractual and financial compliance back to administrators;
- Staff salaries and benefits for planners and administrators prior to opening the school and becoming eligible for state aid;
- Technology and office equipment, software, and limited office furniture (limited to a maximum of \$5,000 in Stages 1 and 2) to serve planning staff during the start-up period (not classroom equipment);
- Legal and professional costs related to planning for the school and its educational program;
- Costs directly related to compliance with legally mandated school health and safety inspections including minor building modifications to ensure compliance (e.g., the installation of grab bars or lowering of sinks in a restroom). However, larger renovations such as elevator installation or repair, for instance, are not allowable;
- Fees to trainers or consultants to provide training, system design or staff development;
- Reasonable costs of travel, lodging etc. to enable staff to participate in learning.

Two additional subgrants of up to **\$150,000 for up to 24 months** of implementation (which may begin shortly before the school opens) may be awarded to successful planning subgrantees for activities consistent with federal law, including but 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.

Planning/Design and Implementation subgrants may be awarded for a total period of up to three years (36 months), with no more than 18 months used for planning, and no more than two years (24 months) used for initial implementation of the PSA. Note that this means that a subgrantee that opts for 18 months of planning time will receive only 18 rather than 24 months of implementation time. The applicant should propose a customized schedule that fits its unique situation, while ensuring that no more than 36 months total are used.

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

REVIEW PROCESS

All applications will be evaluated using a peer review system. Qualified individuals from across Michigan's charter school sector will form a panel to score applications based on merit, quality and thoroughness, as determined by the rubric included at the end of this announcement. Applicants are encouraged to self-evaluate draft proposals using the rubric, and revise content until they are clear that reviewers will find the particular qualities asked for by the rubric.

All funding will be subject to approval by the Michigan 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 .

FUNDABLE ACTIVITIES

Applicants must focus on one or more of the allowable activities listed below. The examples listed on pages 3-4 above are illustrations of costs which have in the past fallen under these statutorily allowable activities. Under the allowable activities described in Public Law 107-110, Title V, Part B, Section 5204 (f)(3), Michigan's PCSP grant funds must be used for the following:

PROGRAM PLANNING AND DESIGN SUBGRANTS:

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 that will work in the charter school; and

IMPLEMENTATION SUBGRANTS:

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.

REQUIRED ACTIVITIES

Among the activities included in each Program Planning and Design subgrant application's budget and budget work plan must be participation in a series of mandatory technical support services to strengthen the quality of the charter applications under development.

MDE will offer one mandatory session in Lansing to orient new subgrantees to their federal grant management responsibilities.

A minimum of \$10,000 is available for subgrantees and must be expended to procure necessary technical assistance in a systematic way that will support of their charter development and subgrant activities. It is required that each subgrantee will avail themselves of these dollars to purchase training and technical assistance for the Planning Team, proposed governance board, project and school staff.

The nature of the technical assistance 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 of each subgrantee's choice. However, each subgrantee is expected to participate at minimum in periodic resource, networking and informational activities that will address one or more of the following core areas:

- Governance and leadership
- Curriculum design and assessment
- Teaching and learning
- Data utilization
- Community relations/stakeholder involvement
- Fiscal management/resource development
- Effective approaches to Michigan authorizers

Subgrantees proposing to receive technical assistance must plan for this activity/expense in their Management Plans and budgets. Failure to do so will result in denial of the subgrant application.

PAYMENT SCHEDULE

Payments to subgrantees will be made as necessary forms are completed after the grant award date. 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 bills that must be paid within **3 days**.

PERFORMANCE REPORTING

Effective the first full month following the grant award date, Monthly Reports are due by the 15th of each month reporting on your activities for the month just ended. Required formats and submission requirements will be provided.

Updated Drawdown and Reporting Schedule

MDE will make Planning Subgrant funds available according to the following drawdown and reporting schedule.

- Following submission of any additional required information needed for completion of Stage 1 and an approved project budget, \$35,000 in Planning Subgrant funds will be available for

drawdown. Before funds will be approved for draw down, subgrantees must submit, to MDE's satisfaction, copies of policy/procedures for Purchasing, Conflict of Interest and Internal Controls that meet federal and state law and regulations.

- After the first \$35,000 has been spent, a subgrant progress report and a detailed itemized financial accounting of expenditures and supporting documentation are due from the Planning Subgrant recipient. No additional funds may be drawn down until these reports have been reviewed and approved by MDE. Turnaround time for this approval process is expected to take no longer than ten business days.
- Following MDE approval of subgrantee progress and financial reports, and submission of additional information required for Stage 2 approval, up to \$75,000 is made available for drawdown.
- After the next \$75,000 has been spent, a second subgrant progress report and a detailed itemized financial accounting of expenditures are due from the Planning Subgrant recipient. No additional funds can be expended until:
 - These reports have been reviewed and approved by MDE, AND
 - The subgrantee has received a charter from a Michigan PSA authorizer.
- Following MDE approval of subgrantee progress and financial reports and awarding of a valid Michigan charter, the remaining \$50,000 in subgrant funds will be available for drawdown.

The Progress Reports must address the outcomes of the Tasks and Deliverables 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>

Required formats and submission requirements will be provided.

FINANCIAL REPORTING

The Department's "**Final Expenditure Report Form**" is used for final financial reporting and must be completed online by **60 days after completion of the project**. Failure to complete the report could result in **loss of funding** which the subgrantee must repay to the Michigan Department of Education.

FINANCIAL AUDIT OR REVIEW

The MDE reserves the right to conduct a financial audit or review of the subgrantee's program expenditures at any time during the subgrant period. Subgrantees are required to obtain a financial

audit or basic set of financial statements for the years of the project period. **Plan for this expense in your Management Plan and budget.**

FUTURE FUNDING

If federal funds continue to be appropriated under the Charter Schools Grant Program, subgrants will again be available in 2010-2011.

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 not answered by information on the web at www.mi.gov/charters should be directed to the Public School Academy Program, Office of Education Improvement and Innovation at 517/373-4631.

Other resources:

Michigan Association of Public School Academies (MAPSA)
215 South Washington Square - Suite 135
Lansing, MI 48933
phone: 517-374-9167
fax: 517-374-9197

www.charterschools.org

MAPSA is the association of operational PSAs, and offers technical support and assistance to development teams.

Michigan Association of Charter School Boards (MACSB)
2284 Fieldstone Drive
Okemos, Michigan 48864
phone: (517)819-4777
info@macsb.org

MACSB provides web-links to the governing boards of existing PSAs, offers periodic workshops and conferences, and some orientation material for new board members.

National Charter Schools Institute (NCSI)
2520 University Park
Mt. Pleasant, MI 48858
Phone: (989) 774-2999
www.nationalcharterschools.org

NCSI supports charter schools with board training, policy development, publications and organizational consulting.

Commercial Services and Corporations
Department of Energy, Labor and Economic Growth
www.mi.gov/dleg ... choose commercial services and corporations...business services ... corporations ... domestic nonprofit corporation.

DELEG's Corporation Division provides forms and instructions for nonprofit incorporation.

APPLICATION CHECKLIST

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

By January 7

1) Obtain a MEIS account

- i) To get a MEIS account go to: cepi.state.mi.us/MEISPublic, then click the text *Create a MEIS Account*, and then follow the instructions. **At the final step, print the account verification form.**

2) Obtain a temporary district code

- i) To obtain a temporary district code: contact Kim Sidel in the Public School Academy Program at (517) 373-3345.
- ii) If a temporary district code was assigned to the applicant for an application which was previously denied funding or rejected for review for any reason, the applicant must contact Ms. Sidel to obtain authorization to initiate a new application in MEGS.

3) Register in MEGS

- i) To register in MEGS: download the security agreement available at http://www.michigan.gov/documents/MEGS-Security-Agreement_85716_7.pdf and fax to the number listed on the bottom of the form.
- ii) If a temporary district code was assigned to the applicant for an application which was previously submitted in MEGS and denied funding or rejected for review for any reason, the applicant must contact Ms. Sidel to obtain authorization to initiate a new application in MEGS.

4) Register the nonprofit corporation

- i) For information, forms and instructions regarding nonprofit incorporation in Michigan, visit the Department of Energy, Labor and Economic Growth (DELEG) website at www.michigan.gov/dleg.

By January 21

1) Submit the Charter Application to a Michigan Authorizer

- i) The following authorizers have said they are willing to accept charter applications at the current time. **Please do not contact any other authorizer except in response to a current solicitation or request for applications.**
Saginaw Valley State University
Charter Schools Office
7400 Bay Road
University Center, MI 48710
- ii) The applicant must have applied to at least one Michigan authorizer for a charter contract within the 12-month period before the grant application due date.
- iii) **Please note that your contact with the authorizer must be limited to document submission only.** Persistent attempts to call, email or visit the authorizer will not be viewed favorably. The

authorizer’s willingness to accept charter applications does not mean that a current competition is open or that the authorizer is under any obligation to accept or award a charter at this time.

2) Notify authorizer of intent to apply for federal funds, and provide the authorizer with a copy of the subgrant application.

i) A copy of the authorizer notification/transmittal letter, which accompanies the copy of the subgrant application, must be received by the Michigan Department of Education, Public School Academy Program at 608 W. Allegan, Lansing, MI 48933, by the application deadline and may be faxed to Kim Sidel at (517) 241-0247. MDE will check to ascertain that these steps have been completed before the review of any subgrant application.

3) Procure and submit copies of all applicable partnership agreements, letters and notifications certifying eligible applicant status. A copy of the partnership agreements, signed by the president of the nonprofit applicant board and by a representative of the partner, and any other notification documents must be received by the MDE Public School Academy Program by the application due date. Agreements must be received by and may be faxed to Kim Sidel at (517) 241-0247.

4) Complete and upload narrative questionnaire in MEGS. Adhere to page limitations.

5) Complete and upload Management Plan template

i) An MS-Word template may be downloaded from www.michigan.gov/charters or from inside the MEGS charter school subgrant application. When you have completed the Management Plan, use the “Narrative and Management Plan Uploads” page to attach the file to your MEGS subgrant application.

6) Complete the MEGS “Budget Summary” “Budget Detail” and “Future Funding” pages

- i) Open the “Add Budget Item” tab in MEGS. Copy and paste each task from your Management Plan (including its identifying number) into the description window. Select the appropriate Function Code. Click on Add Item. Repeat.
- ii) Please note that you are budgeting for purposes of this subgrant program only (up to \$160,000 for planning subgrants only, and two possible future implementation subgrants of up to \$150,000 upon receipt of a charter). Future school operational costs should not be included in this budget.

7) Commit to the required assurances and certifications

When you click the SUBMIT button, a list of assurances and certifications will appear. Read each one carefully to ensure that you are willing to comply and then continue with the submission process only if you intend to comply.

8) Be certain that Application Status in MEGS indicates “Application Submitted.” Applications not properly submitted will not be considered for review.

Initiated	Original Submission Date	Date of Current Status	Status
3/31/2009	4/17/2009	4/17/2009	Application Submitted
VIEW APPLICATION	VIEW AMENDMENTS	EDIT INFORMATION	

NOTE: 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> Failure to comply with EDGAR and other state and federal requirements may require repayment of funds received and loss of future grant funding.

Michigan Department of Education
Public School Academy Program

APPLICATION

2009-2010 CHARTER SCHOOL PLANNING AND IMPLEMENTATION SUBGRANTS

To be considered for Charter School Planning/Design and Implementation subgrant funding in Michigan, applicants must complete 5 steps:

1) Certify that the applicant is an eligible applicant:

A) The PSA developer team has applied for a charter contract with at least one active Michigan authorizer, and that the PSA has notified the authorizer of its intent to apply for federal funds and provided the authorizer with a copy of its subgrant application. MDE must receive copies of these documents and notifications before the grant application deadline.

B) The PSA developer is a nonprofit corporation, which is not a proposed ESP that can provide adequate documentation to this effect from the state in which it is domiciled. If the corporation cannot be confirmed as filed and active by MDE by the application deadline the application will not be reviewed and considered for a grant award.

Open the MEGS application. In the "Program Information" section, use the Applicant Information page to identify any authorizers to which you have submitted charter applications and informed them of your intent to apply for federal charter school planning and implementation subgrant funds.

The same page asks for the Michigan Nonprofit Incorporation ID number. If the nonprofit corporation is incorporated in another state, please call Kim Sidel at (517) 373-3345 for more information about how to complete this portion of the application process.

2) Answer the narrative questionnaire that follows, outlining the school that you proposed to the charter authorizers above. If you do not yet know the answers to any question, state that and outline the steps you would take as part of your subgrant-funded work to determine your answers. An MS-Word template may be downloaded from www.mi.gov/charters or from inside the MEGS charter school subgrant application. See also the Start-up Subgrant Application Rubric attached to this Announcement 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 and Management Plans Uploads" page in MEGS to attach the NARRATIVE file to your MEGS application.

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

Subgrant Application Narrative

Assessment of Community Need

1) Describe the **characteristics, population and unmet educational needs of the community** where the proposed charter school will be located, 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.

2) List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the **competitive advantages** that will set the proposed charter school apart and attract students.

Student Population

- 3) Detail the proposed **grade levels and/or range of ages** of students to be served, along with plans for future growth. Show how your plan has been shaped by the developmental needs of students to be served.
- 4) Describe the **characteristics of the anticipated student population**. Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for the future educational needs. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies.
- 5) 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.

Educational Program

- 6) Describe the vision, mission and **educational goals** of the proposed charter school. Explain how this mission will provide leadership in one or more areas to other Michigan public schools.
- 7) 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 (and described in #8 and #9 below) fit the PSA's target market and its educational goals. Explain why other specifically identified approaches considered were not chosen.
- 8) 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 mastery of Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE) as appropriate.
- 9) 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 to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen.
- 10) Describe the **support services** to be provided by the school (e.g., Head Start, latchkey, extracurricular activities, tutoring, computer training) and explain how these services will relate to and/or improve program quality. Describe the plan for how the proposed services will be implemented.
- 11) Describe the ways in which the proposed charter school will ensure high-quality services to students with **special needs**. Describe how the services to students with special needs 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).
- 12) If you seek any **waivers** of federal or state requirements that you believe to be important to the success of your school, please identify the regulation(s) and provide a rationale for seeking an exception.

Attendance and Participation

- 13) Specify the proposed charter school's anticipated **date of opening**, and briefly describe the proposed school **calendar** and **school day schedule**.
- 14) Briefly describe the proposed charter school's **advertising and recruitment plans**, paying particular attention to any early intervention and/or other **retention strategies** which will be employed to maximize student retention and to ensure equal access for all.

15) 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

16) Describe the **assessment program** and related strategies, detailing how results will be used to improve teaching and learning.

17) Describe the anticipated **annual standards** or measures of student achievement that you expect. Take into account that MEAP is not given for 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?

18) 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 governance body intends to collect to determine whether the school is achieving these objectives.

Project Team

19) 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. Identify who will manage the funded grant project and what role they will play with the development team and the nonprofit applicant.

20) 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.

21) 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 for those named. Some training for prospective board members and staff must be included in the required technical support fellowship (you will respond in detail under item #23 below); outline here any additional training and orientation planned to enable the governance board for the school and the board of the nonprofit applicant to understand their governance responsibilities.

22) 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, if any, and detail related outcomes. Describe the way in which your proposed school will support a strong administrative relationship with a future authorizer, and the plan for seeking and obtaining an authorizer.

23) Describe your **project partners**, if any, and their involvement in the proposed program. Include the following details:

- For applicants working to **replicate an existing model**, describe the characteristics of the partner school to be replicated. What are the partner school's population characteristics, achievement levels, and program emphasis? Which practices have been most instrumental to the school's overall effectiveness and how will they be transmitted to the subgrant applicant? What will be the responsibilities assigned to the replicating school, and which staff members will be assigned? What will their involvement/time commitment be?

- For subgrant applicants that propose to work with a **recognized service provider**, describe the credentials of the service provider including relevant experience and at least three references from past training recipients. Detail the proposed development and training plan for the subgrant applicant and provide justification for the professional development activities that have been outlined. Which staff members will be assigned? What will their involvement/time commitment be?

24) Describe all anticipated **contractual relationships** the school and the nonprofit applicant expects to enter into to ensure the establishment and effective operation of the proposed charter school. Identify all entities and persons that will be providing services and activities to implement the proposed grant project. Address any anticipated **related party transactions**, paying particular attention to any relationships between the persons identified in Questions 19 -21, 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://www.ed.gov/programs/charter/legislation.html> Failure to comply with EDGAR and other state and federal requirements may require repayment of funds received and loss of future grant funding.)

Facilities

25) Provide a description of the physical facility, suitability of space and provisions for specialized space (if any). If no facility has yet been identified, describe the activities you will undertake to locate possible sites and criteria you will use to evaluate them.

26) 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.

27) Describe proposed arrangement for transportation of pupils, if any.

Financial Information

28) Detail all pre-operational costs, and describe how these costs will be covered. Indicate the total amount and sources of pre-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 if anticipated revenues are not received or are lower than the estimated budget.

29) Indicate whether the proposed school intends to qualify for state aid as an operational source of funds. Describe how the nonprofit corporation will provide for continued operation of the proposed school after the subgrant period.

30) Detail whether you plan to use other federal funds or programs administered by the U.S. Secretary of Education to supplement the budget of the proposed school.

Conclusion

31) Present any other information you believe to be relevant or compelling in support of your application.

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

3) Complete the Management Plan template below. Select your planned activities with budget stages in mind. Activities in Stage 1 cannot be budgeted for more than \$35,000, and the total budgeted for Stages 1 and 2 cannot exceed \$110,000. Purchase of durable office equipment and technology for use in Stages 1 and 2 is limited to a maximum of \$5,000. However, you do not have to allocate the full amount to either of the first two stages. If you can complete Stage 1 deliverables with fewer (or no) subgrant funds, you may plan to use both Stage 1 and 2 funds for the purposes of Stage 2. Similarly, if you already have a charter in hand and can meet the Stage 1 and 2 deliverables with fewer (or no) subgrant funds, you may plan the remainder for Stage 3 activities, with the approval of MDE.

An MS-Word template may be downloaded from www.mi.gov/charters or from inside the MEGS charter school subgrant application. When you have completed the Management Plan, use the “Narrative and Management Plan Upload” page to attach the file to your MEGS subgrant application.

Management Plan

Use the form on the following page to summarize the activities you plan to undertake with subgrant funds, specify their products and schedule them over the project period (stage by stage) by placing a check or X in the month they will be completed. If you plan to use the full 18 months allowable under the subgrant, please expand the Management Plan to reflect the longer time frames and additional tasks/products. Ensure that there is a corresponding Budget Detail line item for each of the identified Tasks and Products in the Management Plan.

Stage 1 Purpose: Refinement of an ambitious, innovative academic vision, and design of a data-based program evaluation methodology that will demonstrate to the governance body whether the vision is succeeding		Task Completion Date:											
Stage 1 Tasks (identify persons, organizations or entities responsible for each)	Products resulting from each task	Dec 09	Jan 10	Feb 10	Mar 10	April 10	May 10	Jun 10	July 10	Aug 10	Sept 10	Oct 10	Nov 10
1-1 Board Training -- The founding board will participate in governance training from MACSB or a similar training source to orient them to governance responsibilities. (Example – Replace with your own)	Board member knowledge about legal responsibilities & management tools. (Example – Replace with your own)												
1-2													
1-3													
1-4													

Stage 2 Purpose: Development of a sound, comprehensive business plan to support the academic vision and finalizing a full charter application strong enough to secure a charter contract from a Michigan	Task Completion Date:
--	-----------------------

authorizer.													
Stage 2 Tasks (identify persons, organizations or entities responsible for each)	Products resulting from each task	Dec 09	Jan 10	Feb 10	Mar 10	April 10	May 10	Jun 10	July 10	Aug 10	Sept 10	Oct 10	Nov 10
2-1													
2-2													
2-3													
2-4													
2-5													
2-6													

Stage 3 Purpose: Ramping up operations toward opening, including engaging and training staff.		Task Completion Date:											
Stage 3 Tasks (identify persons, organizations or entities responsible for each)	Products resulting from each task	Dec 09	Jan 10	Feb 10	Mar 10	April 10	May 10	Jun 10	July 10	Aug 10	Sept 10	Oct 10	Nov 10
3-1													
3-2													
3-3													
3-4													
3-5													
3-6													

NOTE: If your Management Plan is for more than 12 months please modify to reflect this.

4) Complete the MEGS “Budget Summary” “Budget Detail” and “Future Funding” pages showing what funds you are requesting for purposes of this subgrant program (up to \$160,000 for planning subgrants only, and two implementation subgrants of up to \$150,000 upon receipt of a charter) and how you will use them. Open the “Add Budget Item” tab in MEGS. Copy and paste each task from your Management Plan (including its identifying number) into the description window. Select the appropriate Function Code. Click on Add Item. Repeat.

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

A) 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.

B) 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. It is recommended that the cost proposed in the Budget Detail be further broken out to clearly identify Stages 1, 2 and 3 expenditures.

MEGS will reassemble these lines into the Budget Detail pages, sorting by accounting code, and will sum them to the Budget Summary. An example is provided on the next page to show you what the entry screen on MEGS looks like.

[Budget Summary](#) |
 [Budget Detail](#) |
 [Capital Outlay](#) |
 [Add Budget Item](#)

Quick Links: [Add Personnel](#) | [Add Other](#) | [Add Capital Outlay](#) | [Download Budget Detail](#)

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
00003	090610	12	84.282A	Regular	10/01/2007	09/30/2008	2009

ADD ITEM

Charter Schools Planning Budget Item for AAA - TEST Head Start

Select the appropriate Function Code for this budget item:

231: Board of Education *

Provide a specific description for this budget item. Do not repeat the Function Code description selected in the drop down menu or the heading(s) of the box(es) used below:

1-1 Board Training - the founding board will participate in board governance training from MACSB or a similar trainin*

Enter the dollar amount associated with the budget item. Enter an amount in only **one** box unless the item is Personnel. Personnel must have both Salaries and Benefits. To enter Capital Outlay, use the Quick Link: Add Capital Outlay.

Salaries (1000) Benefits (2000) Purchased Services (3000, 4000) Supplies and Materials (5000) Other Expenditures (7000)

\$ \$ \$ 2500 \$ \$

5) Commit to the required Assurances and Certifications by reading each one, checking the boxes and submitting the MEGS application. When you click the SUBMIT button, a list of assurances and certifications will appear. Read each one carefully to ensure that you are willing to comply and then continue with the submission process only if you intend to comply.

NOTE: 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> Failure to comply with EDGAR and other state and federal requirements may require repayment of funds received and loss of future grant funding. It is strongly recommended that if you are not familiar with EDGAR regulations and requirements that you review this information prior to completing the required Assurances and Certifications.

**Michigan Charter School Program
Start-up Subgrant Application Rubric**

Applicant: _____
Reviewer: _____

Competitive Points					
	Excellent 4	Very Good 3	Average 2	Weak 1	Not Addressed 0
Assessment of Community Need Questions 1-2	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:				
	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:				
	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	
Comment:					
Student Population Questions 3-5	The plan demonstrates a thoughtful understanding of the developmental needs of students in the age and grade ranges it proposes to serve	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
	The plan profiles the expected student population's learning needs with good specificity. Attends to ethnicity, achievement, socio-economic factors	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
	Comment:				
	The plan identifies and analyzes the school's competition well and identifies convincing competitive strengths	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident	
Comment:					
Educational Program Questions 6-12 Academic Planning	Educational goals are measurable, discrete, ambitious and innovative enough that if successful, the school will provide leadership in one or more areas	Educational goals offer significant local alternatives for families	Educational goals mirror or slightly exceed neighboring schools	Educational goals not measurable enough to evaluate	
	Comment:				
	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:				
	Curriculum description is thorough, adapted to the expected student population, and ensures that all students can meet Michigan's expectations	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements	Little to no useful work evident	
	Comment:				
	Instructional approaches are 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:				
	Support services (i.e., latchkey, tutoring social workers etc) included in the plan have been chosen with the target population in mind. A plan for their implementation has been described.	Design solid but lacks 1-2 elements:	Design needs substantial work on:	Little thought apparent about support.	
	Comment:				
Plan for serving students with special needs shows evidence of understanding legal requirements AND of developing innovative means of complying with them	Approach meets requirements but lacks innovation	Approach needs substantial work on:	Inadequate attention to special needs students		
Comment:					

Attendance & Participation	Advertising and Recruitment plans seem likely to generate enrollment sufficient to meet growth plan described in Question 5		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:					
	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:					
	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	Proposed assessment of student achievement is annual, capable of shaping and improving teaching and learning, and extensive enough to determine whether the educational goals are being achieved. Parents and students will be informed about progress regularly.		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:					
	Annual standards for student achievement have been established; they reflect the anticipated student population;		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:					
	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	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:					
	PSA governance board membership has been identified and oriented to governance responsibilities.		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:					
	Plans for managing both the subgrant project and the proposed PSA appear reasonable and demonstrate a good understanding of legal and practical issues. All persons and entities that will be responsible for implementation of the grant project and the start-up have been identified. The nonprofit governance board understands its responsibilities for implementation of the project and expenditure of the grant funds according to federal and state requirements.		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:						
The Development Team has a clear understanding of its role relative to a future authorizer, and is proactive in its efforts and described plan to obtain a charter.		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:						
All named project partners (from Question 23) have strong qualifications and a	Project partners not needed; applicant in	A plan exists for acquiring needed strengths	The gaps evident aren't yet planned for, but are	No evidence of leadership capacity for		

	clear track record of success. Plans for involving project partners are reasonable and will likely lead to an effective result for the Development Team.	phase two or greater of authorizer consideration.		reasonable to obtain elsewhere	important parts of the project	
Comment:						

Business Planning Questions 24-30	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:					
	Pre- and post-opening financial and budget planning is realistic, specific enough to monitor and based on rational assumptions. Project Management Plan is aligned with 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.	Good work, but lacks 1-2 important elements	Beginnings of good financial planning, but lacks many elements, such as:	Little to no useful financial work evident		
	Comment:					
	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 to ensure any related-party relationships are avoided, disclosed, resolved in advance, and may be remedied.	Potential conflicts are noted, and proposed resolution may resolve any identified conflict	Some conflicts are noted, others remain unaddressed and no resolution is yet proposed	Applicant shows little awareness of embedded potential conflicts, or possible proposed related parties in the development process		
Comment:						

APPENDIX A

List of Eligible Replication Schools

ACADEMY FOR BUSINESS AND TECHNOLOGY ELEMENTARY
ACADEMY OF FLINT
ACADEMY OF SOUTHFIELD
AGBU ALEX-MARIE MANOOGIAN SCHOOL
AMERICAN MONTESSORI ACADEMY
ANN ARBOR LEARNING COMMUNITY
ARBOR ACADEMY
BINGHAM ACADEMY
BLACK RIVER PUBLIC SCHOOL
BURTON GLEN CHARTER ACADEMY
BYRON CENTER CHARTER SCHOOL
CANTON CHARTER ACADEMY
CENTER LANDMARK ACADEMY
CENTRAL ACADEMY (1-12)
CESAR CHAVEZ ACADEMY ELEMENTARY
CHANDLER WOODS CHARTER ACADEMY
CHARYL STOCKWELL ACADEMY
CHATFIELD SCHOOL
COLE ACADEMY
COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY
CONCORD ACADEMY:BOYNE
CONCORD ACADEMY-PETOSKEY
CONCORD MONTESSORI AND COMMUNITY SCHOOL
CONNER CREEK ACADEMY EAST - ELEMENTARY
COUNTRYSIDE ACADEMY-ELEMENTARY
COUNTRYSIDE ACADEMY-HIGH SCHOOL
CREATIVE MONTESSORI ACADEMY
CREATIVE TECHNOLOGIES ACADEMY
CROSS CREEK CHARTER ACADEMY
CROSSROADS CHARTER ACADEMY (7-12)
CROSSROADS CHARTER ACADEMY (PK-6)
DA VINCI INSTITUTE (K-8)
DETROIT ACADEMY OF ARTS AND SCIENCES
DETROIT MERIT CHARTER ACADEMY
DETROIT SERVICE LEARNING ACADEMY
DISCOVERY ELEMENTARY SCHOOL
DOVE ACADEMY OF DETROIT
EAGLE CREST CHARTER ACADEMY
EDISON PUBLIC SCHOOL ACADEMY
EDISON-OAKLAND PUBLIC SCHOOL ACADEMY
EL-HAJJ MALIK EL-SHABAZZ ACADEMY
ENDEAVOR CHARTER ACADEMY
EXCEL CHARTER ACADEMY
FORTIS ACADEMY
GAUDIOR ACADEMY
GRAND TRAVERSE ACADEMY
GRATTAN ACADEMY - ELEMENTARY
GREAT OAKS ACADEMY
HAMTRAMCK ACADEMY
HOLLY ACADEMY
HONEY CREEK COMMUNITY SCHOOL
HURON ACADEMY
INTERNATIONAL ACADEMY OF FLINT (K-12)
ISLAND CITY ACADEMY
JOSEPH K. LUMSDEN BAHWETING ANISHNABE ACADEMY
KEYSTONE ACADEMY
KNAPP CHARTER ACADEMY
LAURUS ACADEMY
LINDEN CHARTER ACADEMY
MADISON ACADEMY
MARSHALL ACADEMY
MARTIN LUTHER KING JR ED CENTER
MARVIN L. WINANS ACADEMY OF PERFORMING ARTS ELEM.
MERRITT ACADEMY
METRO CHARTER ACADEMY
MIDLAND ACADEMY OF ADVANCED AND CREATIVE STUDIES
MOREY CHARTER SCHOOL
MT. CLEMENS MONTESSORI ACADEMY
NATAKI TALIBAH SCHOOLHOUSE OF DETROIT
NEW BEDFORD ACADEMY
NEW BRANCHES SCHOOL
NORTH SAGINAW CHARTER ACADEMY
OAKLAND ACADEMY
PARAGON CHARTER ACADEMY
PARAMOUNT CHARTER ACADEMY
PLYMOUTH EDUCATIONAL
PREVAIL ACADEMY
RENAISSANCE PUBLIC SCHOOL ACADEMY
RIDGE PARK CHARTER ACADEMY
SAGINAW PREPARATORY ACADEMY
SOUTH ARBOR CHARTER ACADEMY
STAR INTERNATIONAL ACADEMY
SUMMIT ACADEMY
SUMMIT ACADEMY NORTH ELEMENTARY SCHOOL
SUMMIT ACADEMY NORTH MIDDLE SCHOOL
TAYLOR EXEMPLAR ACADEMY
TRIUMPH ACADEMY
VANDERBILT CHARTER ACADEMY
VANGUARD CHARTER ACADEMY
VISTA CHARTER ACADEMY
W. MICH ACADEMY OF ARTS AND ACADEMICS
WALDEN GREEN MONTESSORI
WALKER CHARTER ACADEMY
WALTON CHARTER ACADEMY
WAYPOINT ACADEMY
WEST MI ACADEMY OF ENVIRONMENTAL SCIENCE

WHITE PINE ACADEMY
WILL CARLETON CHARTER SCHOOL ACADEMY
WILLIAM C. ABNEY ACADEMY
WINDEMERE PARK CHARTER ACADEMY
WOODLAND PARK ACADEMY
WOODLAND SCHOOL
WOODMONT ACADEMY

High Schools:
WASHTENAW TECHNICAL MIDDLE COLLEGE
BLACK RIVER PUBLIC SCHOOL