

**MICHIGAN**  
**Public Charter School Program**

**Grant Period 2012-2013**

**Charter School Replication & Expansion**

**Planning**  
**Application Guidelines**



Revised 5/3/12

MDE expects most applicants to use the Charter School Planning Grant up to the full 18 months authorized to plan for 2013 or 2014 school openings.

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

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

**November 14, 2012 for the only Replication & Expansion round in 2012-2013**

Review panels are expected to **score** the applications by **December 5, 2012**.

**Subgrant award announcements** are expected to be made by **December 21, 2012**

## 2012-2013 Charter School Replication & Expansion Planning Grant Funds

### 1. Overview.

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

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

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

In an attempt to increase the quality of public school academies, and to provide an incentive for currently, high performing charter public schools in Michigan to share best practices, **this special iteration of the charter school planning grant** has been created. This special round is set aside to consider applications from existing Schools of Excellence and those eligible to be designated as Schools of Excellence (minus Cyber Schools) to support their planned replication or expansion.

### 2. Federal CSP Grant Purpose.

Michigan has been awarded funds through the federal Charter School Planning (CSP) grant 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 as they launch the schools they planned, and
- to assist current charter public schools with the expansion and replication of quality programs and models.

To that end, MDE invites proposals from existing, high performing schools for up to 18 months of Program Planning and Design in two stages:

- Stage 1: Establishment of systems and processes to replicate or expand a currently successful, high performing charter public school. The focus of this stage is on the establishment of operating procedures (including the creation of parent & student handbooks, student enrollment processes, property management, etc.) in the new school building. Up to \$35,000 will be released upon award for use in completing these deliverables.
- Stage 2: Development of a sound, comprehensive academic plan to support the academic vision, and to prepare a new school leader and new staff for a successful school opening. Up to \$65,000 of additional funds will be released

upon satisfactory completion of Stage 1 for use in completing these deliverables. (A subgrantee that meets the requirements of Stage 1 upon application (or that can complete them using less than its Stage 1 funding) may use all of its remaining funding for stage 2 planning activities.)

Implementation funding is available to successful planning subgrantees for up to the first two years of operations of a new charter public school 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 CSP "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, and the availability of federal funds. While the PSA submitting the application may have received a charter school planning grant previously, it did so on behalf of a subordinate school. Thus, MDE has determined that the actual subgrantee will be the new school, and the current PSA submitting the application will actually be limited to functioning as a financial agent. No funds are, or will be made available to the existing PSA for performing its function as a financial agent.

### **3. Eligible Applicants.**

Only existing, high performing Michigan PSAs are eligible to apply. An Education Service Provider (ESP) may not serve as the applicant for the proposed school.

An ESP may help prepare an application for a subgrant award if it is acting as an agent of an existing, high performing charter public school or current Academy 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 a member of the Academy Board, or a direct employee of that Academy Board.

**A PSA may not participate in a CSP grant more than once every five years. That means that there must be five full years between the end date of a previous CSP grant for an existing school and the start of another CSP grant for a newly proposed school.**

In order to be eligible to apply for this replication and expansion grant, the PSA applicant must meet **two or more** of the following criteria:

- The applicant must be designated as a School of Excellence (minus the cyber schools) and is currently being operated as a Part 6E PSA.
- The applicant must provide a letter from their authorizer that the PSA is eligible for conversion to a School of Excellence, but (regardless of the reason) has not made the conversion.

- Prior to applying, the applicant has applied for and has received formal notification from their authorizer that reflects support for the expansion or replication within their existing PSA.
  - Replication applications must reflect a mirror image of the school being replicated in terms of the expected student demographics (especially poverty rates and academic achievement levels), grades and ages served, curriculum, and educational programs, goals and strategies at a new site, and
  - Expansion applications must reflect the expansion of at least three grades during the course of the project period (maximum of 36 months from the grant award date) at a new site.

Upon receipt of an award and before funds are released, MDE may require awardees to make changes to the application's Narrative, Management Plan and Budget.

Applications that contain significant portions of material that is duplicated without attribution from other applications and without explanation as to why such material is relevant to the application may be deemed to demonstrate false, fictitious or fraudulent statements.

MDE reserves the right to deny access to the CSP funds if a potential applicant or awardee is determined to have violated Title 18, §1001 of the U.S. Code, which specifically prohibits anyone applying for federal grants from presenting "any false writing or document knowing the same to contain any materially false, fictitious, or fraudulent statement or entry." Additionally, the U.S. Department of Education's policy regarding research misconduct dated December 2, 2005, describes the potential remedies for plagiarism or other forms of research misconduct in the Education Department General Administrative Regulations (EDGAR), "including the temporary withholding of cash payments, the disallowance of costs, and suspension or termination of an award." Thus, any application that contains significant portions determined to have been copied from any other application (without providing sufficient credit) may be denied and returned to the applicant with "Modifications Required." MDE shall use a peer review process, augmented by any of the available plagiarism detection tools necessary, to make this determination. An unsuccessful challenge or appeal to the initial determination made by the MDE may result in suspension and debarment.

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

1. The applicant must have applied to its authorizer to replicate or expand and received a formal response before the grant application due date.
2. The applicant must have formally informed the authorizer of their intent to apply for federal charter school planning funds and provided the authorizer with a copy of their subgrant application.
3. A copy of the notification/application transmittal letter to the authorizer must be included as an addendum to the application narrative.

MDE will check to ascertain that these steps have been completed before the review of any subgrant application. If the above action steps cannot be confirmed by MDE the application will not be reviewed and considered for a grant award. **If MDE is unable to confirm that the authorizer has received a copy of the planning grant application and that a charter amendment has been issued by the next business day following the application due date, the application will not be reviewed by MDE.**

CSP 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 new charter public school will address those needs. Material changes to the project, after the award, may result in the freezing and/or recoupment of funds.

An existing PSA seeking to apply for subgrant funds for the purpose of assisting or supporting conversion of a private or nonpublic school to a charter public school are not eligible for funds. CSP funds may not be used to support conversion of existing private or nonpublic schools.

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

CSP funds may only be awarded one time for each school. If a PSA with a charter school has already received a CSP subgrant, steps must be taken to ensure that **ALL** funds from the new grant are used to support the opening of the new charter school. **No funds from this new grant may be used to support any other entity than the new school, including other PSA employees or ESP employees working in support of the PSA at the time of application. Up to a limit of 5% of the grant may be used by the PSA for CSP grant management during the initial planning phase.** Grant funds may not be used to support or supplant current, ongoing, or recurring PSA activities. Additionally, items purchased or created by individuals or groups supporting the new school, and funded by the CSP grant are the public property of the new charter public school.

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

Through a review of annual independent audit findings, MDE is aware of a significant number of PSAs and for-profit ESPs that currently engage in what appear to be related-party transactions (as defined in Statement of Financial Accounting Standards No. 57) involving management agreements, vendor contracts and facility and/or equipment leases. **MDE has determined that these apparent related-party contracts do not meet the threshold of an arms-length agreement**

**and do not meet the EDGAR stipulation that speaks to the avoidance of any “appearance of a conflict of interest.”** As such, any PSAs with related-party transactions in any one of the last three annual independent audits are ineligible to apply for or otherwise receive planning grant funds. In the event that such an entity desires to become eligible, the agreements in question must be modified to eliminate the situation or condition that led to the related-party determination. The application narrative must include a legal opinion (Question #29) that reaffirms that eligibility. This opinion must come from an independent, third-party, law firm selected from a list provided by the authorizer or MDE. The cost of this opinion will be borne by the proposed applicant and cannot be charged to the grant.

And finally, it is the intent of MDE to use these planning grant funds to replicate and expand quality schools. MDE has no desire to support the replication or expansion of PSAs that do not adhere to the highest standards of transparency. **Any PSA not currently abiding by the state’s transparency statutes will also be ineligible to apply for these replication and expansion funds.**

MDE will be tracking transparency requirements for PSAs and will be posting a complete list on the MDE website. Before applying, interested PSAs should review the MDE website to check eligibility. **The Public School Academies unit within the MDE will verify eligibility, and those not meeting transparency requirements as determined by the Public School Academies unit will not have their applications reviewed. Any PSA that has not already updated their charter contract to satisfy the new transparency requirements as set forth in Public Act 277 of 2011 will not be eligible.**

#### **4. Grant Awards.**

**Planning/Design and Implementation subgrants may be awarded for a total period of up to three years (36 months), with no more than 18 months used for planning with funds up to \$100,000, and no more than two years (24 months) used for initial implementation of the PSA. Depending on availability and size of the new school, funds available for implementation may equal up to a limit of \$200,000 for each year.** 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 CSP grant funding to subgrantees is subject to availability and may be terminated or withdrawn without notice by the MDE and/or the United States Department of Education.**

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

## 5. Required Activities.

Among the activities included in each CSP subgrant application's budget and management plan must be participation in professional development designed to strengthen the capacity of the new school leader(s) and teachers to implement a quality charter public school. This training must be focused on the quality implementation of the program or model component pieces being replicated or expanded. Training may also involve new equipment-related training and orientations.

MDE will offer at least one **mandatory** orientation session follow each round to orient new subgrantees to their federal grant management responsibilities. MDE will also provide a series of webinars to inform and advise CSP stakeholders on the wide range of issues surrounding the CSP grant, authorizer functions, and other related topics.

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

- School Management and Leadership
- Curriculum Design and Assessment
- Teaching and Learning
- Data Utilization to Inform Decision Making
- Community Relations/Stakeholder Involvement
- Fiscal Management/Resource Development
- Effective Personnel Management, Including Evaluations

It is required that each subgrantee will avail themselves of these grant funds to purchase training and technical assistance for the new school staff and administration. Under no circumstances will grant funds be used to pay for teacher substitutes, current PSA administrator or ESP staff salaries, benefits, or stipends.

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

## 6. Payment Schedule.

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

## 7. Application Components

### A. MANAGEMENT PLAN

Complete the Management Plan template in Appendix A. Select your planned activities with budget stages in mind.

- Activities in Stage 1 cannot be budgeted for more than \$35,000.
- Total budgeted for Stages 1 and 2 cannot exceed \$100,000.
- 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 Stage 2 funds for the purposes of Stage 2. However funds will be released in \$35,000 and \$65,000 increments.

An MS-Word template may be downloaded from [www.michigan.gov/charters](http://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 Upload" page to attach the file to your MEGS+ subgrant application.

### B. BUDGET DETAIL

Complete the MEGS+ "Budget Detail" page showing what funds you are requesting for purposes of this subgrant program (up to \$100,000 for planning subgrants only) and how you will use them.

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](http://www.michigan.gov/documents/appendix_33974_7.pdf)

### C. NARRATIVE

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

A MS-Word template may be downloaded from [www.michigan.gov/charters](http://www.michigan.gov/charters) or from inside the MEGS+ charter school subgrant application. See also the Replication & Expansion Planning Subgrant Application Rubric in Appendix C for additional details and descriptions of what is expected to be provided in the Narrative responses. When you have completed the narrative, use the "Narrative 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.\*\*\*\*\***

## **REPLICATION AND EXPANSION GRANT APPLICATION CHECKLIST 2012-2013**

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

- Obtain a DUNS Number.**  
**(Suggested completion: 30 days prior to application due date)**  
To get a DUNS number go to: <http://fedgov.dnb.com/webform/index.jsp>  
then click the text "Click here to request your D-U-N-S Number via the Web."  
and then follow the instructions.
  
- Request Access to Replication and Expansion Grant Application**  
**(Suggested completion: 20 days prior to application due date)**  
To receive access to the Replication and Expansion Grant Application, please  
contact Kim Sidel at (517) 373-3345, or [sidelk@michigan.gov](mailto:sidelk@michigan.gov).
  
- Submit the Charter Replication and Expansion Application to the  
PSA's current Michigan Authorizer**  
**(Required on the application due date)**  
  
**The applicant must have applied to their PSA authorizer to expand  
or replicate within the 12-month period BEFORE the grant  
application due date.**
  
- Formally notify authorizer of intent to apply for federal grant funds**  
  
**AND**
  
- Provide the authorizer with a copy of the replication and expansion  
grant application, and provide MDE with a copy of the signed  
notification/transmittal letter.** A copy of the signed authorizer  
notification/transmittal letter, which accompanies the copy of the planning  
grant application, must be uploaded into MEGS+, as part of Question #29 of  
the narrative responses. MDE will check to ascertain that these steps have  
been completed before the review of any subgrant application. **If MDE is  
unable to confirm that the identified authorizer has received both an  
application to replicate or expand and a copy of the replication and  
expansion grant application by the next business day following the  
application due date, the application will not be reviewed by MDE.**
  
- Complete and upload narrative responses in MEGS+. ADHERE TO  
PAGE LIMITATIONS. (Required on the application due date)**  
**APPLICATIONS CONTAINING MORE THAN 50 PAGES OF NARRATIVE  
WILL NOT BE REVIEWED.**
  
- Receive and upload Authorizer Support Letter in MEGS+.**  
**(Required on the application due date)** The applicant must provide a  
copy of the authorizer's letter of support for the PSA's intent to expand or  
replicate as part of Question #29 in the narrative.

**REPLICATION AND EXPANSION GRANT APPLICATION CHECKLIST  
2012-2013**

- Procure and submit copies of all applicable partnership agreements, letters, waivers and notifications certifying eligible applicant status. (Required on the application due date. Submit as exhibits to your narrative application). With the exception of the items required in Question #29, additional exhibits do not count toward the 50 page limit.**
  
- Complete and upload Management Plan template in MEGS+. (Required on the application due date)**
  
- Complete the MEGS+ "Budget Summary" and "Budget Detail" (Required on the application due date)**
  
- Commit to the required assurances and certifications in MEGS+. (Required on the application due date. The assurances and certifications display automatically when you submit your application in MEGS+.)**
  
- Be certain that Application Status in MEGS+ indicates "Application Submitted." Applications not properly submitted will not be considered for review.**

## Appendix A: Management Plan

### Management Plan

1. List the proposed Management Plan tasks and deliverables. This will be done by consolidating the activities described in the narrative that you intend to undertake with grant funds, for the project period, into a comprehensive workplan.
2. See specific instructions at the top of the Management Plan format document to be downloaded from MEGS+. The Management Plan uploaded into MEGS+ will detail the tasks and deliverables to be performed. Each task or deliverable will be identified by a corresponding number (1-1, 1-2, etc.) along with a function code assignment (e.g. 111, where 111 is the accounting function code).
- 3. Through the consistent use of function codes and task numbering there should be an obvious one-to-one correspondence and synchronization between the Management Plan and Budget Detail posted within the MEGS+ application.**

### **NOTES:**

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

Care must be taken by PSA Boards to utilize these funds as efficiently and effectively as possible. Activities supported by grant funds must be directly in conjunction with opening a new school, and may not be used by ESPs to train or orient new staff or administrators, conduct new equipment training, or to pay the expenses of current PSA employees or PSA Board members to conduct or participate in training. For example, if the Academy Board wants the administrator of the current school being replicated to train the new school administrator, the new school administrator's compensation can come from the grant funds, but compensation for the current administrator cannot come from grant funds.

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

## Management Plan

This management plan is required for PSAs that are applying for Replication & Expansion planning grants in 2012-13. Use this form to detail the activities you plan to undertake with grant funds, specify the tasks and deliverables, and schedule them over the project period by placing a check or X in the month they will be completed (it may be necessary to revise the target date according to your individualized project period). Tie each activity to its expected costs and indicate the Budget Detail line item to which the expenses will be charged. (Please number the Budget Detail lines in MEGS+ so you can refer to them here.) Describe here only the activities that the project will undertake with grant funds, not everything you'll do to implement your new school.

**NOTE:** All deviations from the approved **Budget Detail** and **Management Plan** must be approved by MDE before amended changes are implemented and proposed expenditures obligated. Failure to receive approval of the amended **Budget Detail** and **Management Plan** may result in expenditures being disallowed and require repayment of grant funds to MDE.

Task (What will you do with your grant funds?)	Deliverables (When the task is finished, what will you have?)	Budgeted Cost (by Budget Detail Line #)	Target Date (When will this task be completed?)														
			Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13						
1-1 EXAMPLE Establish New School Pupil Enrollment Packet. Hire new school administrator as a contractor to provide service @ \$60/hr. Estimate 10 hours. (241)	Use existing enrollment packet and tailor it to new school. Ensure format is correct and updates, if any, are made in preparation for the effective and efficient enrollment of students.	\$600		X													

**Appendix B  
Narrative Questionnaire**

**Assessment of Community Need**

- 1) Compare and contrast the **characteristics of the population and community** where the proposed charter school will be located versus the characteristics of the school to be replicated or expanded. Provide detail as to the assets and liabilities of both communities within a given radius from the proposed location of the new school and the current location of the existing school.
- 2) Provide a thoughtful and detailed description of the **unmet educational needs of the community**, with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs.
- 3) Provide **measurable or quantitative evidence that the community recognizes the need** for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program.

**Student Population**

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

**Educational Program**

- 8) Describe the vision, mission and **educational goals** of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision.
- 9) Describe the **curricular and instructional approaches** will work with the expected student population. Describe why the approaches chosen fit the PSA's target market and its educational goals.

10) Provide a general description of the **curricula** to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate.

11) Provide an overview of the **instructional design** and program to be emphasized by the school, with particular **emphasis on how this approach will enhance student achievement**. Outline steps the school will take to **ensure that its teachers fully understand and possess the skills needed to fully implement** the instructional model chosen when the school opens.

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

13) Describe the ways in which the proposed charter school will ensure high-quality services to students with **special needs**. Include a description of how the proposed charter school will participate in development of the county-specific ISD special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA).

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

### **Student Recruitment and Community Involvement**

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

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

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

## Assessment and Evaluation

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

19) 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?

20) Michigan's **School Improvement Framework (SIF)** outlines objectives of public schools that go beyond student achievement – for instance, leadership, climate, community involvement, teacher retention etc. (See the full SIF at [http://www.michigan.gov/documents/SIF\\_4-01-05\\_130701\\_7.pdf](http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf)) Identify what **data the proposed school will collect** to determine whether the school is achieving these objectives.

## Project Team

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

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

23) Briefly describe the anticipated staffing, management and **organization structure(s) for the proposed charter school as it specifically relates to the PSA and other schools within the PSA**. Provide background qualifications and contact information (address, telephone, email) for those not already identified. Outline here any past or planned training and orientation designed to enable the PSA board to understand their expanded governance responsibilities.

24) Describe the **current working relationship** between the proposed school, the PSA and the authorizer. Explain the role the authorizer is likely to play in the development of this new school?

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

- For applicants working with a partner school must describe the characteristics of the partner school to be modeled. 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 current schools within the PSA, and which staff members will be assigned? What will their involvement/time commitment be? Are the assisting school(s) and the staff proposed to be compensated using funds from the subgrant award for their involvement and work to be completed in the replication or expansion process? How will the issue of supplanting be addressed?
- For subgrant applicants that propose to receive training from a **recognized service provider**, describe the credentials of the service provider including relevant experience. 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?

### **Facilities**

26) Provide a brief description of the **physical facility**, suitability of space and provisions for specialized space (if any) for meeting Michigan's legal requirements. Include projected cost calculations, as appropriate. If applicable, describe any purchase or leasing arrangements, and/or construction or renovations that must occur to ensure adequate facilities. Include detailed information about **anticipated budget, costs and financing arrangements**. Indicate what stage the preparations are in and what work has been completed, and what your estimated timeline for completion will be.

Note: Building renovations, completion of site plans, technical drawings or architect renderings, facility acquisition and lease costs for the proposed charter school, and all operational costs, e.g. utilities, telephone or internet services, are NOT allowable expenditures in either planning or implementation.

### **Financial Information**

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

28) Describe all anticipated **contractual relationships** not already described that the new school and the PSA Board expects to enter into to ensure the establishment and effective operation of the proposed charter school. Address any anticipated **related party transactions**, paying particular attention to any relationships between the persons identified in Questions 21 - 25, founders and registered agents for the nonprofit corporation, anticipated ESPs and/or anticipated

facility owners/lessors/sellers. (NOTE: the Education Department General Administrative Regulations (EDGAR), Section 80.36 Procurement, prohibits a real and apparent conflict of interest in procurement. EDGAR may be found at the link: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> Failure to comply with EDGAR and other state and federal requirements may require repayment of funds received and loss of future grant funding.) If related party transactions are identified, or there is a potential conflict of interest involving any of the parties identified, how does the project team propose to resolve these matters before any subgrant award funds are paid to the project.

### **Conclusion**

29) Present any **other information** you believe to be relevant or compelling in support of your application. Include Exhibits and attachments here. More specifically, a copy of the signed transmittal letter notifying the authorizer of the PSA's intent to apply for a CSP grant, and a copy of the authorizer's letter of support for the PSA's intent to expand or replicate, are required to be included here.

## Appendix C

### Michigan Charter School Replication & Expansion Planning Grant Evaluation Rubric

Applicant: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Score: \_\_\_\_\_

Competitive Points						
	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0	
<b>Assessment of Community Need</b>  Possible: 12 Awarded: _____	1. <b>Characteristics</b> of the communities in which the current school and the proposed school are located are described in extensive, thoughtful, non-generic detail, are compared and contrasted for differences. Analysis includes both assets and liabilities for both sites.	Communities are analyzed well but lacks 1-2 specific elements	Analysis is generic or superficial. Specific detail is generally lacking	Community analysis not helpful or not convincing		
	Comment:					
	2. <b>Unmet educational needs</b> are described specifically enough to target an educational approach to meet them.	Needs are identified but needs more detail	Some needs identified, but missing important ones	Needs analysis not helpful		
	Comment:					
	3. Quantitative evidence is presented that the <b>need for this proposed</b> school is recognized by potential families to be served.	Anecdotal evidence is provided	Some indications of interest	Very little data on family perceptions		
Comment:						
<b>Student Population</b>  Possible: 16 Awarded: _____	4. The plan details the <b>ages and grade ranges</b> to be served, and outlines plans for <b>future growth</b> .	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident		
	Comment:					
	5. The plan profiles the <b>expected student population's demographics</b> with good specificity. Attends to ethnicity, socio-economic factors, and current educational placement	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident		
	Comment:					
	6. The plan identifies and analyzes the school's <b>competition</b> well and identifies convincing competitive strengths.	Good work, but lacks 1-2 key elements	Beginnings of analysis; lacks many elements	Little to no useful work evident		
Comment:						
7. The plan demonstrates a thoughtful understanding of the <b>developmental and learning needs</b> of the expected student population, and how the proposed school addresses them.	Good work, but lacks 1-2 important elements	Beginnings of analysis; lacks many elements	Little to no useful work evident			
Comment:						
<b>Educational Program Academic Planning</b>  Possible: 28 Awarded: _____	8. <b>Educational goals</b> are thorough, measurable, uniquely tailored to the expected population, and ambitious enough that if attained, the school will have a clear determination as to whether it has achieved its mission and vision	Goals match mission and vision, and cover most students and content areas	Goals are measurable, but not connected to mission and vision or do not cover most students and content areas	Goals not measurable enough to evaluate or lacking elements		
	Comment:					
	9. Curriculum and instructional approaches have been evaluated against the unmet needs of the school's anticipated population and have been tailored to those needs.	Strong design is used but fit for expected population is unclear	Generic design is presented – analysis of the design fit in new school lacking elements	No objective evidence selected design will work in new school		
	Comment:					
	10. <b>Curriculum</b> 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:					
11. <b>Instructional</b> approaches are unique, clear, adapted to the expected student population, and include plans for how teachers will master the approach before school opens.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements	Little to no useful work evident			
Comment:						
12. <b>Support services</b> (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 more than two elements.	Little thought apparent about support.			
Comment:						

Competitive Points					
	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
	13. Plan for serving students with <b>special needs</b> shows evidence of understanding legal requirements AND providing special education services and programs	Approach meets requirements but lacks innovation	Approach needs substantial work on more than two elements.	Inadequate attention to special needs students	
	Comment:				
	14. Calendar and schedule meet legal requirements and fully support the critical aspects of the educational program.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
<b>Student Recruitment and Community Involvement</b>	15. <b>Advertising and Recruitment</b> plans seem likely to generate enrollment sufficient to meet growth plan described in Question 4. Enrollment policy and procedures are described that meet the requirements for open enrollment under state law and federal guidance.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
Possible: 12 Awarded: ____	Comment:				
	16. <b>Early intervention/retention strategies</b> are appropriate to the student population described	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	17. <b>Parent and community involvement</b> 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:				
<b>Assessment &amp; Evaluation</b> Academic Planning	18. <b>Proposed assessment of growth and achievement</b> covers all students and content, is ongoing, capable of shaping and improving teaching and learning, and extensive enough to determine whether the educational goals are being achieved.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
Possible: 12 Awarded: ____	Comment:				
	19. <b>Annual standards</b> for student achievement and growth have been established; they reflect the anticipated student population. An effective process for informing parents and students about progress has been provided.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident	
	Comment:				
	20. The school has a <b>plan to collect data</b> 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:				
<b>Strength of Project Team and Management Plan</b>	21. There is evidence of the project team's strengths relevant to the project. The project team has been identified and oriented to responsibilities for the 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	
Possible: 20 Awarded: ____	Comment:				
	22. The PSA board understands its responsibilities for implementation of the project and expenditure of the grant funds according to federal and state requirements. Plans for managing the subgrant project appear reasonable and demonstrate a good understanding of legal and practical issues. Alternatively, a process and criteria for identifying qualified experts has been 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:				
	23. PSA board membership has been identified and oriented to governance responsibilities. Plans for managing the proposed new school project appear reasonable and demonstrate a good understanding of legal and practical issues.	Application describes a good method of recruiting and orienting governance bd	Application shows an awareness of the kinds of issues about which a governance board will need orienting	Little apparent thought to the governance function.	
	Comment:				

Competitive Points						
	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0	
	24. The PSA, new school, and the authorizer have a clear understanding of their individual and collective roles relative to this project. The relationship between the authorizer, the PSA, and the school are clearly described.	Good work, but lacks 1-2 important elements	Beginnings of good design, but lacks many elements, such as:	Little to no useful work evident		
	<b>Comment:</b>					
	25. All named project partners, if any, have strong qualifications and a clear track record of success. Plans for involving project partners are reasonable and necessary.	OR Applicant provides evidence that training provider is reputable; PD activities are appropriate for identified needs of new school staff members	A clear and comprehensive plan exists for acquiring needed strengths but some specificity is lacking	Knowledge and experience gaps are evident and not yet planned for. The gaps are reasonable and relatively easy to fill with some outside assistance.	No evidence of leadership capacity for important parts of the project.	
	<b>Comment:</b>					
<b>Business Planning</b>	26. Facilities decisions and 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	Little evidence is presented that reflects an awareness of the unresolved facility issues		
Possible: 12 Awarded: _____	<b>Comment:</b>					
	27. Pre- and post-opening financial planning is realistic, specific enough to monitor and based on rational assumptions. Project Management Plan is aligned with pre-operational budget detail and costs are clearly explained and transparent. Proposed expenditures clearly support identified Tasks and Products. Costs are detailed to unit-cost levels, wherever possible and all proposed vendors and providers of service are named, along with the proposed rates of compensation.	Good work, but lacks 1 – 2 important elements.	Beginnings of good financial planning but lacks more than two elements.	Little to no useful financial work evident.		
	<b>Comment:</b>					
	28. Contractual relationships proposed for the new school (i.e., with an ESP or facility owner) are arms-length agreements. The relationships between the PSA Board and any proposed vendors or partners reflect thoughtful planning to ensure any related-party relationships are avoided, disclosed, resolved in advance, and when present, 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		
	<b>Comment:</b>					