

# Charter School Planning Grant

Taking a Risk,  
Reaching for Success



# Agenda

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- Background  
(grant purpose, definitions, eligibility)
- Funding
- Application Components
  - Management Plan
  - Budget
  - Narrative
- Resources
- Tips
- Reminders

# Planning

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- ❑ Focus on Planning (Not Implementation)
- ❑ Establish/Refine Office Procedures/Policies
- ❑ Establish Financial Accounting Systems & Processes
- ❑ Begin & Complete Evaluation of Curriculum & Assessment
- ❑ Refine Application(s) (CSP Grant & Phase I/II Charter Apps)
- ❑ Acquire Subject Matter Experts for Development Team (Facility/Financial/Legal/Education/Community Relations)
- ❑ Acquire Minimal Office Equipment (Technology)
- ❑ Evaluate & Select Student Information System
- ❑ Visit High Performing Schools (Models and/or Partners)
- ❑ Purchase Office Supplies
- ❑ Plan and Conduct Board Training

# Eligibility

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- This will be the final round for the current Federal grant award.
- Due to the fact that we are coming to the end of our federal CSP grant, we have to tighten the eligibility criteria.
- Applicants **MUST** already have a charter in hand, or be approved for the issuance of a charter by an authorizing agency's board of trustees but the document is not yet completed.
- Groups with charter applications still in Phase II are not eligible.
- SDAs are not eligible (per federal guidance resulting from our last audit).

## Scenario 1

Non Profit forms  
to apply for  
Planning Grant

Planning Process  
results in charter  
contract

Some, none or all  
of the Non Profit  
Board members  
transition to the  
PSA Board

Planning Grant + Imp 1 and Imp 2 (timelines permitting)

## Scenario 2

Nonprofit has a  
charter  
commitment;  
applies for Planning  
Grant

Completes planning  
process on a  
shortened timeline

Some, none or all  
of the Non Profit  
Board members  
transition to the  
PSA Board

Planning Grant + Imp 1 and Imp 2 (timelines permitting)



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## Scenario 3



The Academy has a  
charter and district code

MDE Awards a  
combination  
Planning/Implementation  
Grant

No board transition since  
the Academy board  
applied in the first place

Combo 1 + Combo 2 (timelines permitting)

# Definitions



- ❑ The Development Team includes everybody involved in the project.
- ❑ The Non-Profit Board is the Board of Directors of the organization that received the *planning* subgrant award.
- ❑ Board members are **VOLUNTEERS** and are **NOT PAID** for their services.
- ❑ Partners are entities that intend to have an enduring, non-paid relationship from the grant award through opening and operation of the school.
- ❑ Vendors are individuals or corporations hired or selected by the Non-Profit Board to provide **specific goods or services for a specific fee**.
- ❑ Vendors with long-term relationships are contracted through a written agreement, approved and signed by the appropriate Non-Profit Board representative as designated by Board Policy.
- ❑ Employees are paid staff of the Non-Profit Board.
- ❑ Volunteers are not paid but may be reimbursed for expenses, based upon approved Non-Profit Board policies and procedures.

# Definitions (Con't)

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- The Development Team also includes potential PSA Board Members
  - Potential PSA Board Members may be current Non-Profit Board members.
  - Potential PSA Board Members may be interested community members not currently involved in the grant.
  - Potential PSA Board Members should not be current vendors or individuals associated with current vendors (i.e., related-party transactions).
  
- **NOTE: The 501(c)3 label is a federal, Internal Revenue Service designation and has NOTHING to do with the CSP grant.** The Non-Profit CSP grant applicant must be a Michigan Non-Profit organization recognized by the Michigan Department of Licensing and Regulatory Affairs, formerly known as the Department of Energy, Labor, and Economic Growth. The Non-Profit status requirement is derived from EDGAR.

# Definitions (Con't)

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- ❑ EDGAR – Education Department General Administrative Regs
- ❑ Stage 1/Stage 2 – refers to the two funds release actions for each grant project (Planning, Implementation Year 1, Implementation Year 2)
- ❑ Phase 1/Phase 2 – many charter authorizers use these terms to refer to the two step process of applying for a charter
- ❑ Year 1/Year 2 – Refers to the different implementation grant projects. Each requires a separate application (narrative, management plan and budget).

# Pre and Post Charter Relationships

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## Pre-Charter

- ❑ Non-Profit Board (Subgrantee-Planning)
- ❑ Non-Profit Employees
- ❑ Partners
- ❑ Vendors
  - Vendor Employees
- ❑ MDE PSA Office

## Post-Charter

- ❑ Academy Board (Subgrantee-Implement)
- ❑ Academy Employees
- ❑ Partners
- ❑ Vendors
  - Vendor Employees
- ❑ Authorizer
- ❑ MDE PSA Office

# Funding

- Planning = \$100,000
- Implementation →  
Page 3 Imp App

## **AMENDED (9/25/2013)**

### **Funding Schedule Implementation I**

Initial awards will be based on Authorizer's estimated enrollment (or actual enrollment) for year one of school operations.

#### Part 6A & 6E Charter Schools

Grades K-8  
(Any combination of Grades K-8) \$100,000 regardless of enrollment

Grades 9-12  
(Any combination of Grades 9-12)

Up to 100 Students	\$100,000
Between 100...& 200	\$125,000
Over 200 Students	\$150,000

#### Part 6E Cyber Charter Schools

Grades K-12  
(Any combination of Grades K-12) \$100,000 regardless of enrollment

### **Implementation II**

Where applicable, awards will be based on previous year's blended enrollment count from Academy's financial status report.

### **Combination Grants**

All Combination ("Combo") Grants issued in 2013-2014 will be funded at \$50,000 for planning and the amount specified above for implementation in year one. In year 2, Combo grant recipients will receive \$10,000 for planning and a base amount listed above. Additional supplemental funds may be available for distribution as we get closer to July 2015.

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***Individual funding levels are based on the availability of grant funds. Changes could occur based on the number of new schools being opened and the amount of federal funding available.***

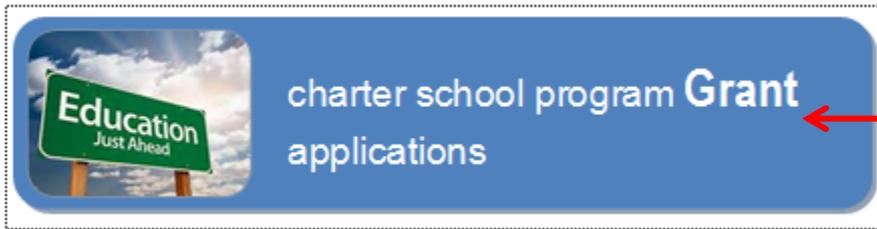
# Planning and/or Implementation

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- Subgrantees with district codes will be issued a “combo grant”
  - Shortened timeline (slightly less than 2 years)
  - Year 1 = \$50,000 Planning + Imp according to schedule
  - Year 2 = \$10,000 Planning + Imp according to schedule
- **All funds for grants issued in this school year must be closed out and FER'd on or before July 31, 2016.**

# Application Checklist

- [www.michigan.gov/charters](http://www.michigan.gov/charters)



## Charter School Program (CSP) Planning Grant

Michigan has been awarded funds through the federal 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.

Information, application and checklist are due in August 2014.

- [2014-2015 CSP Planning Grant Application](#)
- [2014-2015 CSP Planning Grant Check List](#)
- [2014-2015 CSP Planning Grant Narrative](#)



# Grant Application Components

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- Management Plan
  - Activities you will accomplish with the grant funds
  - Upload into MEGS+ line by line
  - Details go here
- Budget
  - Aligned to management plan
  - Upload into MEGS+ line by line
  - Less detail here
- Narrative Responses
  - Answers to 30 questions
  - Upload into MEGS+ as a PDF or Word Doc

# Management Plan

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- The Management Plan is completed online. It can be cut and pasted from another document task by task (just not all at once).
- Management Plan is linked to the budget electronically.
- Developers with limited experience in developing management plans may wish to use Word Tables or Excel Spreadsheets during the initial development of the those plans.
- **Due to the expiration of the federal grant, no subgrants issued this year will be extended beyond July 31, 2016. That means that anybody receiving this grant can not have activities in their management plan that extend past that date.**

# Management Plan

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- In the early stages of development, you might want to start by listing everything you want to do with the first item being the first action or activity you intend to participate in.
- Put them in logical order recognizing that some tasks must be accomplished on an ongoing basis. That means place those tasks to be accomplished first, then second, then third, etc.
- Assign a cost figure to each task recognizing that the total planning grant is \$100,000. (Combo grants will be more.) The Development team must then decide which tasks it will accomplish itself and which ones it will have to pay for.
- Start at the top of your list and add the cost of each item until you reach \$35,000 (or half the allocation for Combo grants). This first \$35,000 will be stage I. Number the tasks 1-1, 1-2, 1-3, etc.

# Management Plan

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- The remaining tasks will be called stage II. Number the tasks 2-1, 2-2, 2-3, etc.
- Stage II will include \$65,000 (or half the award if it's a combo grant).
- Place all tasks on the management plan template with the task number identification clearly identified (e.g., 1-1 Hire a consultant to update the planning grant application to level 4 at a rate of \$50/hour for approximately 20 hours).

# Management Plan Detail

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- All tasks must be sufficiently documented to include the following:
  - Please identify the fee rate or schedule (e.g., \$50/hour for 5 hours/week)
  - Who is providing the service (name of individual or corporate entity) or how will that vendor be selected, including selection criteria
  - Unit cost breakdown
  - Defined/tangible deliverables (what will the board have in hand when the task is complete)
    - NO: research, overseeing, coordinating, meeting, successful program
    - YES: written report, operations manual, decision making matrix, comparison chart, curriculum maps for K-5 science

# Budget

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- The completion of the budget within MEGS+ will require some level of knowledge regarding school accounting function codes. Since accountants view things differently, there is no standard way of assigning function codes. However, here are some simple rules:
  - All Curriculum and Assessment Work (111-Elementary, 112-Middle School, & 113-High School)
  - All Legal fees (231)
  - All Professional Development for the Development team, Board, Administrators (231)
  - All Office Equipment and Supplies (232)
  - Grant Management (233)
  - All Accounting (252)
  - Technology Training & Purchases (283)
  - Student Information Systems (284)
  - Community Relations & Awareness (331)

# Budget

*Watch the Webinar*

- The second most important component of the budget is the actual placement of the total costs in the appropriate columns. The columns are identified as:
  - FTE/Hours
  - Salaries (1000)
  - Benefits (2000)
  - Purchased Services (3000, 4000)
  - Supplies and Materials (5000)
  - Capital Outlay (6000)
  - Other Expenditures (7000, 8000)
- Examples and explanations can be found on the following pages.

# Budget

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies and Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	TOTAL
110	Basic Programs	\$43,000	\$11,000					\$54,000
120	Added Needs							
210	Support Services - Pupil							
220	Support Services - Instructional Staff							
230	Support Services - General Administration							
240	Support Services - School Administration							
250	Support Services - Business							
280	Support Services - Central			\$456				\$456
	<b>SUBTOTAL</b>	<b>\$43,000</b>	<b>\$11,000</b>	<b>\$456</b>				<b>\$54,456</b>
410	Payments to Other Public Schools Within the State of Michigan							
450	Facilities Acquisition							
	<b>TOTAL</b>	<b>\$43,000</b>	<b>\$11,000</b>	<b>\$456</b>			<b>\$0</b>	<b>\$54,456</b>

# FTE/Hours

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- FTE = Full Time Equivalent is defined as a whole or part of a whole full time person or persons. A full time person is defined as somebody that will work 2080 hours in one work year. An employee working 520 hours can be referred to as a 0.25 FTE. This column is populated when an employee or employees is/are being funded from this grant. It is not populated for purchased services (contractors).

# Salaries 1000

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- The column is populated based on the total cost of salary for an employee or group of employees. If salaries are being charged against the grant, then an annotation in the FTE/Hours and Benefits columns should also be made. It is acceptable to have employee benefits charged against other accounts or grants.
- Salaries and Benefits must be for planning grant activities only. Time sheets will be required.

# Benefits 2000

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- Benefits are defined as taxes, retirement, insurance, and fees related to employment. If an employee is being paid a salary from this grant, benefits must be paid and accounted for. However, those benefits don't necessarily have to be charged against this grant. Additionally, if a full-time employee works half-time on this grant and their salary is charged against this grant, then it is reasonable to prorate benefits accordingly.

# Purchased Services 3000, 4000

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- Purchased services includes fees for professional services including legal, accounting, business, real estate, curriculum, grant management, technology, library, professional development, training, consulting and student information systems.
- Planning grant funds **CANNOT** be used to support leases of any kind.
- Purchased services contracts must be fee for service. Flat rate contracts are **NOT ALLOWABLE**.
- We highly recommend that subgrantees use this grant to acquire technical assistance. Technical assistance must be focused on building capacity, primarily with governance functions.

# Supplies and Materials 5000

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- This is where the purchase of things or “stuff” is normally documented. Items normally documented here include office equipment and supplies, technology, marketing supplies & materials, reference materials, and software (including licenses). Some of these items are considered durable goods and must be properly documented as property for audit purposes.
- The focus of the planning grant should be **PLANNING**, so expenses related to the purchase of items for classrooms should be limited to those supplies and materials which are absolutely necessary for teachers/staff to participate in the planning process.

# Capital Outlay 6000

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- Use of this column should be limited as the planning grant specifically identifies most traditional capital outlay expenses as unallowable.
- **Planning and implementation grants can not be used to make capital improvements in facilities or for building fixtures.**

# Other Expenditures 7000, 8000

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- This column is used primarily by subgrantees to document travel and mileage expenses. Other miscellaneous expenses can also be charged here including fees for the rental of meeting rooms, parking fees, and other expenses that don't appear to fit within the other areas.
- Board Policies and Procedures must be developed, approved and in effect before reimbursement for travel or expenses can be issued. The IRS establishes mileage reimbursement rates for business and volunteers. A sample set of policies will be provided.

# Grant Narrative (Hints)

- When composing the narrative, **restate the questions** in a way that a reviewer can easily recognize them. The most common way is to highlight or bold the questions. Novels may be informative and fun to read but they will not be successful in the grant application peer review process.
- **THE NUMBER ONE REASON GRANTS ARE UNSUCCESSFUL: THE APPLICANT DOES NOT ANSWER THE QUESTIONS WHERE THE QUESTIONS ARE ASKED.**
- Be as specific and detailed as possible. The reviewers won't know what you are thinking or what you have accomplished thus far unless you tell them. Avoid using superlative adjectives unless clear evidence is provided.

# Grant Narrative (Hints)

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- Ensure that the application includes the name or names of the grant manager(s) and their experience in doing so.
- Pictures, charts and graphs are helpful and you should consider accompanying them with a narrative that analyzes or interprets them in clear language.
- If you wish to receive full credit for your narrative, please provide detailed explanations about what you plan to do. Stating that you intend to use the NHA model, or the Cornerstone model, or the Green Dot model is not sufficient.
- Make sure your application is formatted properly with each question and answer numbered correctly.

# Grant Narrative (Hints)

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- Don't exaggerate or name drop.
- Provide evidence of significant activities or performances whenever possible.
- If you wish to list the names of authors, please describe what specific aspect of the authors' work you are referring to.
- Every question within the narrative is different. It is unlikely an answer to a previous question is sufficient as an answer to a subsequent question. If you answer two questions with the same language you are likely missing some part of at least one of the questions.

# Grant Narrative (Hints)

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- Make sure the narrative has **page numbers**, including any addendums, annexes, or ancillary materials.
- Use the rubric as your writing prompt for each question. Failure to do so will result in a loss of points during the review process. **The rubric is not exactly aligned with the application questions.**
- Have somebody you trust use the rubric to help you improve your application.
- If a high performing school is selected for modeling, the applicant must explain what aspect or aspects of the high performing school will be modeled (be specific).
- Due to the lack of funds remaining, it is likely that only the **6** highest scoring applications will receive subgrants. In the last round, the lowest scoring applicant to receive an award earned 91 points (of 104).

# Grant Narrative (Hints) *Narrative Resources*

- Ensure adherence to all applicable laws, including EDGAR.
- Ensure compliance with the Charter School Grant Program requirements.
- Eliminate **“Real or Apparent Conflicts of Interest.”**
- Make sure the members of the development team are described along with their specific roles. Make sure the non-profit board members and officers are identified.
- If the school you are planning requires a waiver or exception to the law, please make sure you already have the necessary approval(s). We can not provide grant funds to entities attempting to open schools that are **currently** illegal.

# Tips

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- Ensure costs are **necessary and reasonable** –consultant costs exceeding \$80/hour will require additional justification from the **subgrantee BOARD**.
- MDE has the authority to question any purchase or expenditure of grant funds. Board's must be able to justify each and every expenditure of grant funds as **reasonable and necessary**.
- Ensure vendors are selected based on the best interest of the school and contracting is completed in accordance with Board Policy and state law–**no conflicts of interest and bid protocols must be followed**.
- Ensure contracts with “Poison Pills” are **AVOIDED**.
- MDE is not in the business of training vendors or contractors, so please hire somebody who already knows what they are doing. Failure to have a competent grant manager can be very expensive and may cause the subgrantee to lose grant funds.

# Tips

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- Make sure your vision for the future is shared by development team members to ensure ulterior motives are exposed early and options for change can be utilized without penalty to the team.
- Remember-All contracts should be limited in time and scope with very specific deliverables.
- Board members must be cognizant of the fact that specific contractors should be hired only when they provide the best value for the work to be performed. Vendor contracts should be between the Board and the service provider.
- Boards should not use grant funds to purchase equipment, supplies or materials for vendors so that they can complete their work. *If you hired a plumber you wouldn't expect to have to buy him/her wrenches in order for him/her to complete their work.*
- Don't assume that all educators can help you with the development of your charter school, or that former leaders of traditional public schools are capable of leading your charter school.

# Tips

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- ❑ MDE is NOT a party to contracts between service providers and subgrantee Boards, and does not have the authority to pre-approve specific contract terms, conditions, or rates on behalf of any subgrantee or vendor.
- ❑ Contracts of \$10,000 or greater must be presented to the Board for approval. Evidence of that approval should be included in Board-approved minutes.

# Tips

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- We encourage you to use professional advocates (attorneys and accountants) to create and review all contracts.
- Make sure Grant Writer, Grant Manager and Project Manager have proven success record with this particular grant.
- A review of past grants indicates that a normal grant manager receives about 5% of the planning grant in compensation.
- A review of past grants indicates that a normal grant project manager receives between 10% and 15% of the planning grant in compensation, depending on the amount of work they actually do themselves.

# Tips

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- MDE will look very unfavorably on any single individual, group of individuals, or corporate entity that appears to be in the process of usurping the authority or responsibilities of the subgrantee Board.
- Ensure priority planning items are funded first.
- Plan to execute the management plan, then the budget.
- Make sure development team has capacity to do what can't be funded.
- This grant round will have an expedited time schedule as the whole State CSP grant must be closed with a Final Expenditure Report filed by **July 31, 2016** which means subgrantees must be closed out before that date.

# Tips

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- **Board's planning to use a management company should:**
  - Ensure that they are not paying twice for the same activity. *For example, it would not make sense for a Board to pay the salary of a grant manager when the Board has already contracted for business management services (including grant management) from the same management company.*
  - Ensure that the management company is implementing Board-approved policies.
  - Ensure that the management company implements the Board-approved budget and management plans.
  - Ensure the Board does not attempt to delegate its fiduciary responsibility to any corporate entity, regardless of the conditions.

# Reminders

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- The Board is the subgrantee and that Board is therefore responsible for the disposition of all funds, and is accountable for all materials, supplies and equipment acquired with grant funds.
- EDGAR 75.701 requires MDE to ***"ensure that the subgrantee DIRECTLY administers or supervises the administration of the project. Because only non-profits are eligible for subgrants, particular care should be taken with subgrantees who contract with a for-profit third party for the operation and administration of the school. In these cases the subgrantee's Board of Directors should be independent of the contractor, and the contract should be arms-length and able to be terminated with minimal penalties to the charter school."***

# Reminders

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- At least one Level -5 “Grant Administrator” must be a non-profit Board member or designated employee of the non-profit subgrantee Board. (MEGS+ allows two level 5s).
- **Failure to follow state and federal law may result in the freezing or withdrawal of funds, especially where a subgrantee fails to demonstrate an awareness of its responsibilities with respect to the administration or oversight of the grant.**
- A **MANDATORY** meeting scheduled for October 8, 2014 will be held in Lansing for all awardees. A Board member and a project manager are recommended to attend. Funds **will not** be released until a subgrantee Board member participates in one of these awardee meetings.

# Reminders

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- ❑ ***Work performed before or after the project period is NOT reimbursable with CSP grant funds.***
- ❑ Successful Applicants will be Required to Provide Monthly Status Reports, Regardless of Activity Level.
- ❑ Successful Applicants Must Establish a Financial Management System that Collects and Tracks All Invoices, Purchase Orders, Sales Receipts, Requests for Reimbursement, Contracts, and **Cancelled Checks**.
- ❑ Successful applicants use all of their time to accomplish tasks. No development team should be dependent upon the receipt of planning and/or implementation grant funds to open a successful school.
- ❑ The planning grant is not large enough to pay for all of the activities necessary to open a charter school.

# Reminders

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- All contracts must be signed by the contractor and a designated representative of the non-profit Board. They should include:
  - Contract Start and End Dates
  - Pay Rates
  - Total Amount of the Contract
  - Scope of Work, Including Location & Hours
  - Specific Deliverables & Deadlines (if any)
  - Payment Instructions
  - Termination Details
- Fixed rate contracts are not allowed.
- **All applications will be screened for plagiarism.**
- **Suspension/debarment language now required.**

# Reminders

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As requested by our auditors (March 2013) vendor contracts must now contain the following language:

***Suspension and Debarment Certification***

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

# Reminders

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- The only round for this year is open now and will close on August 27, 2014.
- Projected project start date for this next round is scheduled for September 29, 2014. Management plans should be developed accordingly.
- This is the only round planned for 2014-2015.
- We do not expect to have sufficient funds available to offer another round in the 2014-2015 school year.
- **Do NOT spend or otherwise obligate any grant funds until you receive an award letter from the State Superintendent, Mr. Mike Flanagan.**

# Reminders

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- Make sure you read the application and follow the directions. Failure to follow directions is the number one reason grant applications fail to meet the minimum eligibility requirements to be reviewed. **This is especially true with regard to providing potential authorizers with applications and notifying them of your intent to apply for the CSP Grant. This a legal requirement and can not be waived.**
- Applicants should be aware that appeals of the subgrantee award process must show at least one of the following:
  - Individual application was treated differently, or
  - Individual rubric was improperly scored, or
  - A peer reviewer of the application in question had a conflict of interest that should have precluded him or her from participating in the review process.

# Reminders

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- DO NOT agree to have anyone write your grant application without knowing exactly how that person will be paid.
- **These grant funds can not be used to apply for other grants.**
- Your application will be reviewed and scored by volunteers from across the education community. **The PSA unit staff does not score** your application, we use a peer reviewer process. If you would like to participate in the peer review process, please send us an email along with a copy of your résumé.
- The process we use to manage this grant has been identified by US Ed. as a “Best Practice.” If a group has difficulty managing this grant, they are likely to have EXTREME difficulty operating a quality public school.

# Things to Avoid

*Watch the Allowable  
Activities Webinar*

- ❑ Activities that are illegal
- ❑ Activities that are or appear to be self-enriching
- ❑ Activities that could be seen as supplanting
- ❑ Relationships that are restrictive and unnecessarily burdensome (e.g., poison pills or contracts that relinquish fiduciary control from the subgrantee)
- ❑ Contracts that extend past the term of the grant
- ❑ Partnerships or vendor relationships with individuals or entities having dubious track records or reputations
- ❑ Failing to disclose or intentionally misrepresenting the status of relationships between vendors and non-profit board members

# We Seek & Support Quality

- Einstein's Theory About Doing the Same Things and Expecting Different Results- Definition of Insanity
- Keys to Success (Fryer, 2012)
  - Focus on Human Capital
  - Use Student Data to Drive Instruction
  - Provide High-Dosage Tutoring
  - Extend Time on Task
  - Foster a Culture of High Expectations
- "Being Better Is NOT Good Enough"
- CREDO Says Schools that Start Bad Stay Bad
- Rethink All Paradigms
- Execute With Fidelity

Extracted from: *Learning from the Successes and Failures of Charter Schools* by Roland G. Fryer, Jr. *The Hamilton Project, Decision Paper 2012-06, dated September 2012 (Harvard University, EdLabs)*

# Resources

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[www.michigan.gov/charters](http://www.michigan.gov/charters)

- Webinar [Archives](#) – CSP Grant Section
  - Budgeting
  - Management Plans
  - Narrative Tips
  - Peer Review Process
  - Allowable Expenditures - Planning
- Resources for [Developers](#)
  - Help docs for MEGS+, EEM, LARA, DUNS, FEIN
  - Electronic copy of this presentation
  - How to use census data
  - 10 Tips document



# Vendors and Partners

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Welcome!

# Points of Contact

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**<http://www.michigan.gov/charters>**