

Michigan Department of Education
Public School Academy Program

**ANNOUNCEMENT OF FIRST ROUND
2007-2008 CHARTER SCHOOL PLANNING AND IMPLEMENTATION GRANTS**

THIRTEENTH CYCLE

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

INTRODUCTION

The Michigan Department of Education (MDE) is pleased to announce the 2007-2008 Charter School Planning and Implementation Grant – Thirteenth Cycle. 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 \$21,673,806 over a three year period to support qualified public school academy developers as they apply for charter contracts and public school academies in the initial phases and years of implementation. During 2007-2008 **\$3,670,000** will be available for Planning and Implementation subgrants. The MDE will accept applications for these subgrants during two rounds:

1) New Public School Academy (PSA) planners currently working with a Michigan authorizer toward a school scheduled to open by Fall 2008 may apply for program planning and design funds during the first round announced here.

2) Public School Academies that will be in operation by the anticipated award date of October 1, 2007 and that have not received a planning grant may apply for implementation funds during the first round announced here.

3) Earlier stage new PSA planners that have not yet been invited by an authorizer to submit a second-phase application or negotiate a contract may apply for program planning and design funds during a second round grant application process, which will be announced in October 2007. The second round will have a January 2008 application deadline and a March 2008 award date. Only non-profit corporations will be eligible to apply.

The first round application form will be available through the *Michigan Electronic Grants System (MEGS)* upon release of this announcement. Completed applications must be received at the Michigan Department of Education by August 16, 2007. Review panels are expected to score the applications by mid-September and grant announcements/awards are expected by October 1, 2007.

PUBLIC SCHOOLS ACADEMIES IN MICHIGAN

Charter schools in Michigan are designated 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 “legislature” (on the right 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-380.1311h) for Strict Discipline Academies

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 Design and for Implementation grant funds. Contact MDE staff (at 517/241-6668) to determine the PSA's eligibility if the proposed charter school does not intend to count pupils for the purposes of receiving state aid.

GRANT PURPOSE

The purpose of this grant program is to:

- broaden and strengthen the pool of charter applicants available to Michigan authorizers, and
- support 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 One: 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 Two: Development of a sound, comprehensive business plan to support the academic vision and finalization of a full second-phase 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 One for use in completing these deliverables.
- Stage Three: 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.

Implementation funding is available 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.

This grant and the federal statutes that accompany it require strict and full adherence to the PCSP "single grant standard." This "single grant" provision says that an applicant that receives a grant under this competition is eligible for up to thirty-six (36) months of total allowable funding dependent upon the date of the grant award, the date of authorization of the charter school, and the availability of federal funds. The non-profit grantee is not eligible to apply for another grant even if the first did not succeed in securing a charter contract. Public school academies must be tuition-free and non-discriminatory in all policies and procedures.

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

ELIGIBLE/LEGAL APPLICANTS

Eligible applicants during the first round include:

- PSAs that have not received a Planning Grant and will be within their first thirty-six (36) months of operation on October 1, 2007 may apply for implementation funding.
- Non-profit PSA developers whose authorizers confirm that the school is scheduled to open by Fall 2008 may apply for program planning and design funding.

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

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

An applicant not yet authorized as a PSA must submit to the Michigan Council of Charter School Authorizers (MCCSA) a Phase One Charter School Application. This form is available at www.mccsa.us and a copy of the template is incorporated into the grant application for convenience. The applicant should ask MCCSA to transmit the Phase One application to all active authorizers and to notify the authorizing entities of its intent to apply for Charter School Grant funds. The applicant should also paste a copy of the Phase One application into the grant application where it serves as the description of the school. MDE will confirm this information with MCCSA, and no grant application will be reviewed unless MCCSA documents that the charter application was submitted to authorizers.

A for-profit entity does not qualify as an eligible applicant. An educational service provider (ESP) may help prepare an application for a grant 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 non-profit applicant, and the contact person for the application must be part of the non-profit governance structure and not part of the ESP.

GRANT RANGE AND LENGTH OF AWARD

During the three year grant cycle, funds up to **\$160,000 for up to 18 months** of planning and program 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 prior to opening the school and becoming eligible for state aid;
- Technology and office equipment, software, and limited office furniture 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 together.

Funds up to **\$150,000 per year for up to 24 months** of implementation (which may begin shortly before the school opens) may be awarded 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 and Implementation grants may be awarded for a total period of up to three years (36 months), with no more than 18 months used for planning and program design, and no more than two years (24 months) used for initial implementation of the PSA. Note that this means that a grantee that opts for 18 months of planning and program design 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 Department recommendations.

REJECTION OF PROPOSALS

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

CLOSING DATE

The application **must be received in MEGS by midnight August 16, 2007.**

APPLICATION PREPARATION

The Charter School Grant application consists of five parts:

- 1) Demonstrate that 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.
 - a. Name the authorizer with whom you're working: _____
 - b. Use pages 2-5 of the grant application to summarize the design decisions taken to date, name alternatives still being evaluated and to describe in each section any grant-funded activities that will finalize design choices or implement the design.
- 2) Complete the management plan template on page 6 of the grant application by laying out the work plan for accomplishing the activities described in your narrative that you intend to undertake with grant funds.

When you have completed the first two steps (inside the grant application document), save the document, return to MEGS and upload the document as the "Narrative" under "Program Information" The remaining steps will be completed inside MEGS.

3) Complete the MEGS “Budget Summary” “Budget Detail” and “Future Funding” pages showing what funds you are requesting,

For definitions of the expense categories used in the budget summary, see the School Accounting Manual, beginning on page 24. You can find those definitions at http://www.michigan.gov/documents/appendix_33974_7.pdf

4) Complete the MEGS “Budget Narrative” page showing how you arrived at the amounts on the budget pages and which management plan activities will be addressed by each amount, and

5) Commit to the required Assurances and Certifications by checking the boxes and submitting the MEGS application.

Reviewers will see only this MEGS-submitted grant-application material, so be sure to include full details, even if you have previously submitted them elsewhere (for instance, to an authorizer as part of a charter application)

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 attached 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), grant funds must be used for the following:

PROGRAM PLANNING AND DESIGN GRANTS:

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

IMPLEMENTATION GRANTS:

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

REQUIRED ACTIVITIES

Among the activities included in each program planning and design grant application's budget and budget work plan must be participation in a series of mandatory application development support services developed and coordinated by the Michigan Association of Public School Academies (MAPSA). Periodic resource, networking and informational sessions will address:

- Orientation to managing a federal grant,
- Introduction to Michigan and national teaching and learning models showing demonstrated success in high student achievement, including those serving at-risk student populations,
- Introductions to operating Michigan PSAs eligible to serve as mentors to development teams,
- Orientation to responsibilities of a PSA Board Member,
- Coaching on how to approach potential authorizers.

The year-long networking fellowship will be invoiced to each grantee at \$10,000 and its cost should be incorporated into the program planning and design grant proposal.

PAYMENT SCHEDULE

Payments to grantees will be made upon filing the MDE's "Expenditure/Request Form, DS-4492A." The grantee is permitted to request reimbursements and advance payments not exceeding actual immediate cash needs up to the total amount of the award. "Immediate cash needs" means that the recipient needs funds within 3 days to pay bills incurred.

PERFORMANCE REPORTING

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

Monday, April 9, 2008

Monday, October 30, 2008 or 30 days after completion of project (Final Report)

FINANCIAL REPORTING

The Department's "**Final Expenditure Report Form**" is used for final financial reporting and must be completed online by **Wednesday, November 30, 2008 or 60 days** after completion of the project. Failure to complete the report could result in **loss of funding** which the academy 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.

FUTURE FUNDING

Michigan's 2007-2008 Charter School Grant Program is in its thirteenth annual cycle of funding. If federal funds continue to be appropriated under the Charter Schools Grant Program, grants will again be available in the future.

WHERE TO OBTAIN ASSISTANCE

These materials are issued by the Michigan Department of Education, Public School Academy Program, 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 School Improvement 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 Labor and Economic Growth

www.mi.gov/dleg ... choose business services ... corporations ... domestic nonprofit corporation

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

Frequently Asked Questions

Program Planning and Design Grant

1) What federal charter school start-up funding is available in Michigan?

Michigan competes every three years for a share of federally appropriated grant funds for the purpose of increasing the number of high-quality charter school options available to students and their parents. Upon receipt of a federal grant award, the Michigan Department of Education's (MDE) Public School Academy Program (PSAP) then makes subgrants available to PSAs that are under development or in their first 36 months as an academy, for purposes and on terms laid out in its successful grant application.

The current 2007-2010 Michigan grant program is designed to

- strengthen the pool of PSA applicants available to Michigan authorizers, and to
- encourage high quality evaluative research on charter school experience.

It offers three types of subgrants:

- PSA developers that will not have opened a school on Oct 1, 2007 can apply for \$160,000 in **program planning and design** funds. Applications will be accepted in two rounds:
 - A July solicitation will invite applications from developers that are far enough along in their work with a Michigan authorizer to be on track to open for the 2008-09 school year.
 - An October solicitation will invite applications from earlier-stage developers that are still refining their designs and working toward 2009-2010 school openings.
- Two \$150,000 grants of **implementation funds** are available to active PSAs in their first 36 months of operation. Two kinds of applicants are eligible:
 - PSAs that are operational by the October 2007 award date, but never received a program planning and design grant can apply for implementation funds during the July solicitation period. The two implementation project periods can extend over 24 months.
 - PSAs that successfully complete program planning and design grants can apply for implementation funding upon closing their planning grants. The length of time available for implementation funding will depend on the length of the planning period.
- PSAs in their fourth year of operation or beyond that meet specific criteria for having demonstrated success in student achievement will be invited in the October solicitation to apply for **dissemination grants** for use in:
 - Evaluating and documenting a promising practice over a two-year period to which the school attributes its success,
 - Mentoring new school design and development teams (including but not limited to Program Planning and Design grantees). Special attention will be devoted to soliciting applications from (and bonus points will be available to) successful high schools willing to mentor new high schools, or existing K-8's seeking to expand into grades 9-12.

2) Must I compete repeatedly for the planning and then the implementation grants?

No. Applicants only compete once. However, successful grantees **do need to apply** for the continuation grants when the previous one is completed and reporting requirements are fulfilled. The application specifies how the next grant will be used for eligible purposes.

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

Applications for the first round of competitive 2007-2008 Charter School Planning and Implementation grants will be posted on MDE’s website on July 19, 2007. The deadline for applications to be submitted through MEGS is August 16, 2007. A grant information session will be held on July 27 at Henry Ford Academy in Dearborn. Contact the PSAP office for specific times and location.

Applications for the second round of Planning grants and for Dissemination grants will be available in October. Call the PSAP office at 517/373-4631 to place your name on the list of persons that will receive notice when these materials are available.

4) What is MEGS, and how do I apply if I’ve never used it?

The Michigan Education Grant System (MEGS) is the web-based grant application, review and reporting system through which all state sub-grants will be obtained and managed. Each non-profit applicant’s designated submitter will need to register as a Michigan Education Information System (MEIS) user and then use your MEIS number to obtain a MEGS log-in well before you need to submit your intended grant application. Each grant application information session will offer more detail for first-time MEGS and MEIS users.

5) Do I need to be a non-profit to apply? How does one become a non-profit? What does that mean?

Only non-profit corporations are eligible to receive funding through this grant program. Contact the Corporations Commercial Services division of the Department of Labor and Economic Growth (DLEG) for information on filing incorporation papers. For more information on becoming a non-profit corporation, contact 517/241-6470.

6) How much funding will be available this year?

The 2007-2008 Michigan grant award is for \$5,897,000. We expect to make it available as follows:

July Planning and Implementation solicitation	Up to \$1,120,000
October Earlier Stage Planning solicitation	Up to \$2,550,000
October Dissemination solicitation	Up to \$ 580,000
Continuation grants for previous grantees	\$1,350,000
MDE administrative set-aside and indirect costs	<u>\$ 297,000</u>
	\$5,897,000

7) Who DIDN’T get the grants they applied for in previous rounds? What are the common deficits in the applications that reduce the scores awarded by reviewers?

The review panels tend to assign lower scores to applications where responses are generic, lack significant detail, are not customized to the student population to be served, appear to be “canned” or jargon-filled and not individualized based upon unique characteristics of the school proposed or a thoughtful understanding of the community it proposes to serve.

Reviewers tend to assign higher scores where the proposed activities are detailed and well articulated. Budgets should include a clear narrative with as much detail as possible, including estimated unit costs. Close attention to addressing all aspects of the questions asked, with attention to the rubric the scorers will use, will result in a higher score.

Applicants should pay close attention to the directions provided in HELP in the MEGS application. Specific persons or positions should be indicated to be responsible for accomplishment of the goals and objectives of the project as part of the management plan. Budget narrative should explain how particular numbers were derived.

8) Can I get a copy of a successful grant application from MDE, or a copy of a successful charter application from MCCSA?

MDE's past grant applications are public documents, but the application process has changed this year and past applications will not be helpful.

MCCSA treats charter applications as confidential, so no past applications are available.

9) Who decides who gets the grant awards? Who are these "review panels"?

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

The recommendations of the review panel for each charter school grant are summarized on a consensus review sheet and this is provided to the applicant for help in understanding why a grant may or may not have been recommended for an award. MDE's PSAP staff recommend where on the review panel's ranked scores a "cutoff" point should occur, based on strength of comments, technical review of budget management plan and availability of funds. Final decisions are made by the Michigan Superintendent of Public Instruction.

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

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

There are also a number of obligations that come as a condition of accepting federal funding. Desk audits will check compliance of these requirements periodically, and at some time over the life of the grant, an on-site review will likely be conducted to determine if the PSA is complying with them. These range from needing to keep particular kinds of time and expense records ... to having particular policies in place ... to keeping an inventory of purchased goods. A recent document reminding current grantees of some of the most frequently misunderstood requirements is posted at www.michigan.gov/charters. Other requirements are listed as part of the Assurances and Certification checklist in MEGS. Applicants are instructed to familiarize themselves with these requirements in advance and set up the needed systems at the beginning of the grant. Information about these requirements (and a sample of the checklist the reviewer will use) will be available at an early session of the required technical support program.

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

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

11) What if I don't want or need the technical support?

Because this grant cycle's program is designed to strengthen the pool of applicants available to authorizers, the technical support network is a critical component of its structure. When Michigan authorizers consider a charter application from a grant recipient, they will be confident that applicants have participated in an intensive program that makes information, resources and feedback available as the applications have been developed. For this reason, participation in the technical support network by founders and potential board members as well as potential school administrators and staff is mandatory.

12) What is the role of a management company in the grant application process?

Charter school boards, once they have received a charter and are formally set up, have the option of contracting with an Educational Service Provider (ESP) – also known informally as a "management company" – to operate parts or all of the school. Some boards contract for human resource management, others for the lease and operation of a building, others for curriculum development or professional development sessions. Some go so far as to contract for the full "turnkey" operation of a school, and/or to delegate responsibility to act for the board in particular situations. Authorizers will want to know as part of their consideration of a charter application how you decided which parts of operations an applicant has decided to contract for, and how the applicant selected its (for-profit or non-profit) provider.

If the development team has already completed its due diligence and selected an ESP it intends to contract with, the ESP may help prepare a grant application if it is acting as an agent of an eligible, non-profit applicant. The legal applicant, however, must be the non-profit development team, and the contact person must speak for the governance board of the non-profit.

13) I don't have all the application components thought through yet. I need to use grant-supported activities and time to research alternatives and decide. What should I do?

Use the sections of the application to specify any decisions you have finalized. In any section where the decisions are not finalized, specify in detail the activities you plan to undertake (using grant funds) to come to resolution. By the time you've finished your grant activities, you should be able to return to the Phase One charter application and revise it to reflect a more powerful and fully-defined plan than you had when you began.

Michigan Charter School Program Planning or Implementation Grant Application Rubric

Reviewer: _____

Applicant: _____

This application is submitted by a PSA planner that is currently working with a Michigan authorizer toward a school scheduled to open by fall 2008 and is eligible for planning funding.

This application is submitted by a PSA that will be in operation by the anticipated award date of October 1, 2007, has not received a planning grant to date and is eligible for implementation funding

Requirements					
		Complete	Incomplete	MDE Staff Comments	
Non-profit status or District code		<input type="checkbox"/>	<input type="checkbox"/>		
MCCSA confirms receipt of Phase 1 Charter Application		<input type="checkbox"/>	<input type="checkbox"/>		
MDE assurances complete		<input type="checkbox"/>	<input type="checkbox"/>		
Use of funds 3-yr budget + detail for yr 1		<input type="checkbox"/>	<input type="checkbox"/>		
Budget narrative		<input type="checkbox"/>	<input type="checkbox"/>		
Budget worksheet		<input type="checkbox"/>	<input type="checkbox"/>		
Competitive Points					
	Excellent 4	Very Good 3	Average 2	Weak 1	Comments
Community Analysis	Characteristics of the community are described in extensive, thoughtful, non-generic detail and include both assets and liabilities.	Community analysis needs to address:	Community analysis generic or superficial	Community analysis unhelpful or unconvincing	
	Unmet educational needs are described specifically enough to target an educational approach to meet them, and include evidence that the need is recognized by potential families to be served.	Needs are identified, lacks evidence that families agree	Needs analysis lacks:	Needs analysis too preliminary to be helpful	
	Evidence provided for the description and for the unmet need is objective, data-based, thorough and current.	Some data but lacks:	Mostly anecdotal evidence	Unimpressive effort to gather evidence	
Academic Planning					
Student Population	The plan provides a reasonable growth projection, based on a clearly identified target market.	Growth projections unconvincing for this market	Target market unclear as a basis for projections	Evidence or reasoning lacking	
	The plan identifies the school's competition well and identifies convincing competitive strengths.	Competitive analysis present but weak	Strengths are identified, but competitive analysis missing	Unclear how the school will stand out from existing schools	
Business Planning					
Educational Program	Data or research based rationale is provided for the grade range proposed, and understanding of developmental needs is specific enough to shape program decisions.	Some grade-level analysis, but lacks:	Some thought, but uses conventional wisdom as basis.	Little or no thought apparent about this.	
	Educational goals are ambitious enough that if successful, the school will provide leadership in one or more identified areas to Michigan educators.	Educational goals propose significant improvement for families	Educational goals mirror or slightly exceed neighboring schools	Educational goals not measurable enough to evaluate	
	Curriculum and instructional design are innovative and test new hypotheses in a disciplined way to solve persistent educational problems.	C&I propose to adapt a successful model.	C&I propose to duplicate a successful model.	C&I based on a promising practice.	
	Research base for design choices is extensive, solidly described and applicable to target market.	Research shows approach successful elsewhere	Promising practice potentially applicable, but no evidence	Little or no research base for academic approach	

	Excellent 4	Very Good 3	Average 2	Weak 1	Comments
Academic Planning	Plan sets up systematic data-based evaluation processes across the full School Improvement Framework spectrum to continuously improve student achievement	Approach solid but lacks 1-2 elements:	Needs substantial work on:	Little or no attention to school improvement processes	
Support Systems	Support system design shows evidence of careful match with needs of target population, and good cost-analysis about what will and won't be made available	Design solid but lacks 1-2 elements:	Design needs substantial work on:	Little thought apparent about support.	
Business Planning	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	
Strength of evaluation proposed Academic Planning	Program evaluation tools are quantitative ... address academic, financial and school culture factors ... and include data collection, analysis and display plans.	Evaluation solid but lacks:	Evaluation needs substantial work on:	Inadequate attention to evaluation plan	
Strength of Development Team	Development team includes parents, teachers, board members and administrators ... & shows active participation and significant contributions from each to shaping design	Good team, but depth of role unclear	Team lacks important dimension:	No evidence of functional team	
	Application describes team in enough detail to suggest that any potential conflicts of interest or related party transactions have been disclosed, analyzed and remedied.	Some apparent conflicts remain	Inadequate information to determine potential from conflict	Little or no apparent attention to potential conflicts	
Business Planning Bus Planning	Facilities decisions evidence solid understanding of Michigan's legal requirements and cost implications	Facilities plan promising, but lacks:	Facilities plan needs substantial work on:	No reasonable facilities plan	
	Human resource management functions will be handled by experienced professionals	Human resource mgt plan lacks:	HR mgt needs substantial work on:	Little or no planning for HR mgt	
	Pre- and post-opening financial and budget plans are realistic, specific enough to monitor and based on rational assumptions	Plans solid, but lack 1-2 elements:	Plans need substantial work on:	Little to no realistic financial planning	
Bonus Points (up to 4 points each)					
Middle or High School?					
Applicant has located and arranged for a mentor school?					
Review Team's choice: something outstanding should be recognized that doesn't fit into the itemized categories					
First time applicant?					
Teachers/unions part of development team?					
Management plan complete & detailed?					
Budget narrative needs no revision (explains assumptions and ties expenses to activities)?					
Governance Board identified and willing to participate in Tech Support network?					
Part of an NCLB Restructuring effort?					