

# MICHIGAN

## Public Charter School Program Grant

### Request for Proposal

Informational Meeting: June 15, 2023 (1:00 p.m.)  
Intent to Submit and Eligibility Forms Due: June 20, 2023 (noon  
EST) At-Risk Review: TBD  
Final Applications Due: August 8, 2023 (5:00 p.m. EST)

## Grant Period 2018-2023

### Charter School Program (CSP)

### Application Guidelines and Application Instructions

**For program questions contact:**

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## **I. Overview**

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Charter public schools in Michigan are schools organized under Public School Academies (PSAs). These PSAs are considered districts and must be organized under a section of the Michigan Revised School Code. Public school academies must be tuition-free and non-discriminatory in all policies and procedures. Applicable sections include:

- 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

In addition to Michigan statutory requirements, an applicant for the CSP grant must meet the federal definition of a "charter school" described in ESEA 4310 (2) (A-M), stated as:

(2) CHARTER SCHOOL.—The term "charter school" means a public school that— (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;(D) provides a program of elementary or secondary education, or both; (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (F) does not charge tuition; (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act; (H) is a school to which parents choose to send their children and that-- (i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or (ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate

prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i); (I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State; (J) meets all applicable Federal, State, and local health and safety requirements; (K) operates in accordance with State law; (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and (M) may serve students in early childhood education programs or postsecondary students.

Note: Some PSAs that do not count pupils for the purpose of receiving state aid do not meet federal criteria for eligible applicants, and other PSAs (typically Strict Discipline Academies) do not meet the federal criteria for open enrollment due to the planned institutional environment and therefore are not eligible to apply.

## **II. Federal CSP Grant Purpose**

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Michigan has been awarded funds through the Federal Charter School Program (CSP) grant to increase the national understanding of the charter school model by (1) expanding opportunities for all students, particularly traditionally underserved students, by providing financial assistance for the planning and implementation of new, replicating or expanding high-quality (see definition, pp.5) charter schools and (2) to provide technical assistance to eligible applicants and authorized public chartering agencies in opening, replicating or expanding high-quality charter schools.

To that end, the MDE invites proposals from Michigan non-profit boards of directors for up to 40 months of funding to support:

- Implementation of strategies to develop and maintain a high-quality charter school in high needs areas,
- Professional development, the purchase of equipment, resources and infrastructure to support the opening, replication, or expansion of high-quality charter schools.

## **III. Use of Funds**

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The CSP grant is a reimbursement program, which means recipients will be reimbursed following proof of expenditures on allowable, approved activities. Under the allowable activities described in the ESEA<sup>1</sup>, title V, part B, section 5204(f)(3), grant funds must be used for the following:

Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.

- Research-based professional development for teachers and other staff that includes national staff development standards.
- Initial implementation of the charter school including:
  - Informing the community about the school,
  - Acquiring necessary equipment and educational materials and supplies,
  - Acquiring, developing or aligning curriculum, and
  - Other initial operational costs

Finally, under section 4303(h) of the ESEA, grantees may use CSP funds to support one or more of the following activities- (1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with— (A) providing professional development; and (B) hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following: (i) Teachers. (ii) School leaders. (iii) Specialized instructional support personnel. (2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). (3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). (4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school. (5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. (6) Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources.

#### **IV. Participation, Evaluation and Reporting**

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The CSP grant is available to charter schools that are able to:

- Demonstrate eligibility
- Participate in regular required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews
- The MDE will confirm the school’s independent annual audit of financial statements are prepared in accordance with generally accepted accounting principles and audits are publicly reported.

**\*\*Participation is an inherent expectation and required in return for funding.**

Subgrantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

#### **V. Application Instructions**

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The application process for the Charter School Program grant **requires two steps**. The process requires that interested applicants **(first step)** to submit the CSP application for a Risk Assessment Review (RAR) prior to **(second step)** submitting the final application for the competitive Peer Review. The Risk Assessment Review will result in constructive feedback to be shared with the applicant prior to the final

application due date so that appropriate changes can be made to strengthen the application. The RAR will be managed by the National Charter Schools Institute and **applicants MUST load the application into Epicenter, a web-based system.** Access to Epicenter will be granted based upon the submission of the Intent to Apply Form. Interested applicants should complete the [Intent to Apply](#) form and the authorizer support letter and email to [MDEPSAGrant@michigan.gov](mailto:MDEPSAGrant@michigan.gov). Once the email is received, instructions for submitting the application to Epicenter will be provided to the contact person at that time.

After the applicant has received that RAR feedback and made any adjustments, the final application **MUST** be submitted to the MDE through MEGS+ by the **final application due date**. Completed applications **must be received at the Michigan Department of Education (MDE) via the Michigan Electronic Grants System (MEGS+) and applications must meet both the Risk Assessment and final application deadlines to be reviewed and considered for a grant award.** Please submit the checklist, **only**, with the final application.

## **VI. Funding Amounts**

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Funds will be released in up to **three phases** to support the healthy opening, capacity building and sustainability of the charter school.

- **Phase One-Planning:** The Planning Grants must be used in accordance with ESEA 4303 (d)(1)(B) as follows:
  - (B) SUBGRANTS—A subgrant awarded by a State entity under this section shall be for a period of not more than 5 years, of which an eligible applicant may use not more than 18 months for planning and program design.

These funds are up to \$150,000 for **NEW** charter schools and are available to applicants who are awarded the subgrant following the Risk Assessment Review (RAR) and the competitive peer review. Allowable uses for planning funds include but are not limited to the following: See Uniform Guidance([2 CFR § 200](#)) for additional information.

- Revisions to the original Program Grant Application to bring rubric scores up to Level 4.
- Complete activities designed to increase the capacity of the academy (i.e. operational, instructional, staff, board capacities) prior to opening.
- Allowable activities for the use of funds can include professional development of instructional, support and administrative staff, school board training in part or whole for the development of necessary systems, resources, supplies and materials (including technology) that may include but not limited to a full written curriculum, school operations manual, teacher evaluation tools and protocols, positive behavior support systems, assessment plan and schedule, school improvement plan and schedule, instructional learning cycle plan and schedule, community engagement activities (including recruitment) necessary to open a high-quality charter school and, any other allowable opening expenses.

- Staff compensation for approved start-up tasks is available **only during the planning period of this subgrant and prior to the opening of the school.** In accordance with ESEA Section 4303 (h)(1)(B) which states, "hiring and compensating, during the eligible applicants planning period specified in the application for sub-grant funds that is required under this section, one or more of the following:
    - i. Teachers
    - ii. School Leaders
    - iii. Specialized instructional support personnel"
  - **NO FUNDS RELEASED WITHOUT A CONTRACT OR LETTER OF INTENT TO CHARTER WITH AN AUTHORIZING AGENT.**
- **Phase Two-Year I Implementation:** Includes funding of up to \$500,000 upon satisfactory completion and approval of subgrantee's final Progress Report and meeting with the authorizer/MDE on the implementation plan and timeline. The authorizer and MDE will evaluate the management of the school that will include operational and achievement factors prior to receiving stage II funds. In year one of Implementation, the PSA may expend funds for the purpose of equipping and supplying the school; developing needed materials and systems; acquiring initial curriculum materials, texts, classroom equipment, and supplies in alignment with "III. Use of Funds" referenced above. Implementation can include initial tasks designed to strengthen staff, instructional, and operational capacity necessary to open a high-quality charter school. It can also address activities to heighten community awareness, improve board governance abilities, policy development and necessary renovations for school building to comply with applicable statutes (excluding construction), and initial one time transportation startup costs. Any unspent planning funds will require a management plan amendment to transfer them to implementation. If an applicant is a current school that has opened within the last eighteen months or if the applicant has an executed and submitted charter contract and planning tasks are complete, the \$150,000 identified for planning, will be reallocated to implementation I and the applicant will move directly into Implementation I and will be funded for no more than \$650,000.
- **Phase Three- Year II Implementation:** Includes funding up to \$350,000 and is available to subgrantees who have successfully executed the management plan and requirements set forth in the Implementation Funds-Release document for year one of the new, expanding or replicating charter school program grant and completed an approvable progress report. In year two of operation, the PSA may expend funds for the purpose of equipping and supplying the school; developing needed materials and systems; and acquiring additional curriculum materials, texts, classroom equipment, and supplies. (note- tasks during year two should not be the same tasks as year one-i.e., if 7<sup>th</sup> grade math texts were purchased in year I they cannot be re-purchased in year two) Successful subgrantees do not compete for implementation II funds. The subgrantee will participate in an interview and discussion with the MDE and the authorizer to outline progress for school success and sustainability at each funds-release point with a focus on charter sustainability beyond the grant. Additionally, the grant management team

and academy board will participate in technical assistance with the MDE at the conclusion of each funds-release cycle to ensure successful implementation of the outcomes supported by grant funds.

- **Incentive Funding:** Up to \$250,000 is available for those subgrantees who open, replicate or expand existing schools and districts in areas where there are no or limited high-performing educational options and/or increase high school offerings, provide for early-middle college opportunities, career technical education experiences or add an early childhood component. This incentive funding will be awarded to applicants during Stage II Implementation. Eligibility will be determined based on the number of students enrolled at the school that meet the federal definition of at-risk and if there are a limited number of high performing options within a 10 mile radius of the new school.
- The MDE will follow the **federal definition of high-quality** charter schools for all expansions and replications. The definition is as follows:
  - a) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State
  - b) Has no significant issues in the areas of student safety, financial and operations management, or statutory or regulatory compliance
  - c) Has demonstrated success in significantly increasing student academic achievement including graduation rates where applicable, for all student s served by the charter school
  - d) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students as defined by section 1111(c)(2) of the ESEA, except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the result would reveal personally identifiable information about an individual student. (ESEA section 4310(8)).
- **Additionally, MDE reserves the right to reduce funds requested and budgets based on analysis of need and project requirements.**

This grant program and the federal statutes that accompany it require strict and full adherence to allowable funding guidelines (see uniform guidance above). An applicant that receives a subgrant under this competition is eligible for up to forty (40) months of total allowable funding dependent upon the date of the subgrant award, the date of authorization of the charter school, and the availability of federal funds.

CSP subgrant awards are specific to the proposed charter public school academy and the community targeted at the time that the application is submitted. Material changes to the project, after the award, may result in the freezing and/or recoupment of funds.

## **VII. Eligible Applicants**

In alignment with sections 4310 (5) and (6) of ESEA, an eligible applicant means a developer that has—

- (A) Applied to an authorized public chartering authority to operate a charter school; and
- (B) Provided adequate and timely notice to that authority.

A developer means an individual or group of individuals, including a public or private nonprofit organization, which may include teacher, administrators and other school staff, parents, or other member of the local community in which a charter school project will be carried out.

Only **non-profit** entities are eligible to apply for CSP funds. If a school has received a charter and a district code, the PSA non-profit corporation holding the charter may apply. If the charter contract has not been fully executed, then a letter of intent to charter from an authorizer must be provided to apply for a subgrant.

**A for-profit entity does not qualify as an eligible applicant.** An ESP may help prepare an application for a subgrant award if it is acting as an agent of the charter school or proposed charter school board. However, an ESP must provide documentation that they are acting as the agent of an eligible non-profit applicant, and the contact person for the application must be part of the non-profit development team.

**In addition, applicants must have completed all the following:**

1. A copy of the authorizer notification/application to apply for the CSP transmittal letter to the authorizer must be **provided to MDE as part of the Risk Assessment Review (RAR) application process in Epicenter.**
2. The application has participated in the RAR.
3. The applicant must meet the federal definition of a "charter school" in ESEA 4310(5).

The 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.

A private or nonpublic school does not qualify as an eligible applicant. A **non-profit organization 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 likewise not eligible for funds.** CSP funds may not be used to support conversion of existing private or nonpublic schools.

No enrollment priorities can be offered or may be provided between existing schools and the new school during the project period.

To avoid conflicts with the federal definition of a **NEW** charter school, **eligible applicants must have their own school sites, administrators, 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 applicant PSA **must also have its own independent budget and property inventory.**



Applicants should avoid associating with vendors that have been involved in documented related-party transactions in other PSA audits within the last three years. Any involvement on the part of applicants with those related parties will result in that applicant being classified as an “at-Risk” applicant, thereby requiring a special, more detailed reporting regimen. The MDE may maintain a list of individuals and entities with formally documented instances of related party transactions.

It is the intent of the MDE to use these grant funds to expand quality choices for parents and students. The MDE has no desire to support the creation of new PSAs that do not adhere to the highest standards of transparency. **Any PSA must abide by the state’s transparency statutes in order to be eligible to apply for these CSP funds; including making publicly available the state report card and adding information on the website of the school, to help parents make informed decisions about the education options available to their children including the information required in ESEA § 4303 (f)(2)(G)<sup>i</sup>.**

New School Grant 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. The MDE reserves the right to deny access to the CSP funds if a potential applicant or awardee is determined to have violated Title 18, MCL 380.1001 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 Uniform Guidance ([2 CFR § 200](#)), “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,” or, if reviewed, have points deducted for each plagiarized section. MDE shall use a peer review process and may utilize plagiarism detection tools if necessary, to make this determination. It is understood that Replication or Expansion applications will include duplication of materials, but the application should address how the plan is unique to a new/different location.

## **VIII. Grant Awards**

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**Planning and Implementation subgrants may be awarded for a total period of up to forty (40 months), with no more than 18 months used for planning with funds up to \$150,000 and no more than two school years (24 months) used for implementation of the new school. Subject to availability, total funding for Implementation I and II may equal \$850,000. The Implementation Stage I will be for \$500,000 and Implementation Stage II will be for \$350,000 (plus \$250,000 incentive funding if awarded based on established criteria).**

The applicant should propose a customized schedule that fits its unique situation while ensuring that no more than 40 months total are used. Second year implementation funding may be issued if the final report for Year 1 funds is complete with more than 12 months remaining in the grant window.

**All CSP 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. Funds may be reduced based on need or project requirements. **As a reminder, funds from this grant may only be drawn down on a reimbursement basis.**

## **IX. Required Activities**

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Among the activities included in each CSP subgrant applications budget and budget work plan must be participation in some level of training and orientation services to strengthen the operation and opening of the charter school and **to increase the capacity of board and school leaders** to implement a high-quality charter school. **However, no subgrant funds may be used to train, familiarize, or equip contractors or vendors.**

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 MDE approved provider(s) 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
- Cultural Diversity
- Teaching and Learning
- Community Relations/Stakeholder Involvement
- Fiscal Management/Resource Development
- Effective Personnel Management, Including Evaluations
- Student Records Maintenance

It is required that each subgrantee avail themselves of these grant funds to purchase training and technical assistance for the new school staff and administration. If this is an expansion or replication application staff may be supported through technical assistance and salary compensation to successfully expand or replicate. Section 4303 (h) still applies as salary compensation can only occur during the planning stage.

**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.

The MDE will offer at least **two mandatory** training sessions for the planning and implementation rounds to orient all successful subgrantees to their federal grant management responsibilities. The initial orientation will be to train subgrantees in executing and managing the grant. An additional **mandatory** interview will be held prior to MDE approval of Implementation funding. If necessary, subgrantees may need to participate in a meeting prior to release of implementation II funds. The MDE will also provide a series of webinars and technical assistance visits to inform and advise CSP stakeholders on the wide range of issues surrounding the CSP grant, authorizer functions, and other related topics.

The MDE staff will conduct periodic meetings during the grant cycle with the board to verify that the timelines are on target for completion. Once a site has been established and a school is open, the MDE staff will attend board meetings and conduct school implementation visits with a technical assistance component connected to the visits.

## **X. Payment Schedule**

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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 obligations that must be paid within **3 days. Failure to follow this guidance may result in the holding of funds or fund drawbacks.**

## **XI. Application Components**

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### **A. MANAGEMENT PLAN**

Complete the MEGS+ "Management Plan" pages showing the specific activities [Activities described in ESEA Section 4303 (b)(1) and 4303 (h)(1)(B)] and **justify** the request for these funds and how they will enable you to accomplish the task with grant funds, in accordance with Section 4303 (f)(1)(C)(i)(V). The response must communicate a description and justification of planned activities and budget expenditures of sub-grant funds through all stages of the grant and how the planned budget justifies and supports the allowable activities. 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 work plan.

Each task in the Management Plan must be uploaded into MEGS+ aligned to the budget and tasks that will be accomplished with the grant. Examples of how to define and write the tasks and identified stages can be found below. All planning activities will have a capital P to denote that these are planning activities. All Implementation Stage I will use a capital I for all the activities and will include:

1. Task number: Use P-1, P-2, P-3, for tasks that will occur during Planning and Implementation Stage I will use I-1, I-2, I-3, etc. and for tasks that will occur during Implementation Stage II will be identified as II-1, II-2, II-3. While Tasks associated with Implementation Stage II may need to be amended and submitted at a later date, subgrantees will provide an overall management plan for all stages of the entire project.
2. Task title: This is a general category such as professional development, curriculum alignment, equipment acquisition, and so on in which. You will choose the task title from a list of possible choices.
3. Task Description: This must include:
  - a. Details about the work that will be performed.
  - b. Name of the consultant/contractor/vendor who will perform the task OR criteria the board will use to select a qualified individual
  - c. The hourly rate, if applicable
  - d. Estimated number of hours, if applicable
4. Deliverable description: Describe what the board will have **in hand or own** when the task is complete. Examples: a written report to the board detailing infrastructure requirements to add broadband capacity to a facility or a specific proposal to equip a computer lab and provide initial staff training.  
NOTE: "Research" is not a deliverable unless it is presented in written form to the board.

**Through the consistent use of task numbering there should be an obvious one-to-one correspondence and synchronization between the Management Plan Pages and Budget Detail posted within the MEGS+ application.**

We would prefer you identify (by name) as many vendors and consultants as early as possible so that we can validate your understanding of the Uniform Guidance ([2 CFR § 200](#)). Specifically, who will provide services, and how they will 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 the MDE to ensure activities related to those contracts are allowable, reasonable and necessary expenses. Activities in Planning cannot be budgeted for more than \$150,000. Total budgeted for Implementation Stages I and II cannot exceed the total award amount approved by the MDE.

## **B. BUDGET DETAIL**

Complete the MEGS+ "Budget Detail" page showing what funds you are requesting for purposes of this subgrant program (up to the amount of the award) and provide the justification on how they will be used. Each budget line item requires:

1. Function Code. For definitions of the function codes used in the budget summary, see the School Accounting Manual, beginning on page 24. See: [https://www.michigan.gov/documents/appendix\\_33974\\_7.pdf](https://www.michigan.gov/documents/appendix_33974_7.pdf)
2. Task number (to correspond with a management plan entry)
3. Description. An abbreviated version of the management plan description. You may use the Task Title from the management plan here, if you choose.

4. Object Code. This entry categorizes the expenditure. For a short tutorial on using object codes a watch the Budgeting Basics webinar will be conducted by the MDE.

### **C. NARRATIVE**

Answer the narrative questions included in Appendix B, outlining the school that you plan 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 the final peer review will be scored 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 Program 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 Uploads" page in MEGS+ to attach the Narrative file to your MEGS+ application.

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

## PROGRAM GRANT APPLICATION CHECKLIST 2018-2023

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

### REQUIREMENTS PRIOR TO ACCESSING THE GRANT

1. ☐ **Obtain Articles of Incorporation**

**Please allow 4 – 6 weeks for processing of articles. The MDE does not accept articles with “pending” status**

The non-profit corporation must be registered with the Corporate Division at the Michigan Department of Licensing and Regulatory Affairs (LARA) with at least three board members. If the applicant already has a charter and district code, the articles of incorporation should already be on file in LARA. Annual reports must be up to date.

- LARA website:  
[http://www.michigan.gov/lara/0,1607,7-154-35299\\_35413---,00.html](http://www.michigan.gov/lara/0,1607,7-154-35299_35413---,00.html)

2. ☐ **Obtain a Data Universal Numbering System (DUNS)**

**Suggested completion: 30 days prior to application due date**

- DUNS Registration url: <http://fedgov.dnb.com/webform/index.jsp>
- DUNS User Guide: [http://www.michigan.gov/documents/mde/UserGuide - DUNS 417042 7.pdf](http://www.michigan.gov/documents/mde/UserGuide_-_DUNS_417042_7.pdf)
- If the applicant already has a charter and district code, the DUNS number should have been issued.

3. ☐ **Obtain a Federal Employer Identification Number (FEIN)**

**Suggested completion: 30 days prior to application due date**

- FEIN registration: <http://www.irs.gov/businesses/small/article/0,,id=102767,00.html>, or call the Toll-Free phone number (800) 829-4933.

4. ☐ **Register in the Educational Entity Master (EEM)**

**Suggested completion: 20 days prior to application due date**

Development groups that already have a charter and district code are registered in the EEM by the MDE. If you do not already have a district code, but have been approved for a charter, register in the EEM as a Non-School Recipient (NSR) entity and submit the EEM Security Agreement to obtain a temporary district code until the district code has been issued from the MDE. NOTE: In all cases, the applicant's board president (including contact information) must be listed in the EEM record.

- EEM Login: <https://cepi.state.mi.us/eem/Default.aspx>

- EEM Registration and Security form:  
[http://www.michigan.gov/documents/mde/EEM\\_ONSR\\_Security\\_Form\\_2013-01-16\\_410465\\_7.doc](http://www.michigan.gov/documents/mde/EEM_ONSR_Security_Form_2013-01-16_410465_7.doc)
- Note that funds will be **NOT** be released to those subgrantees that have not obtained a district code

**5. ☐ Obtain a Michigan Education Information System (MEIS) Account**

**Suggested completion: 20 days prior to application due date**

For individuals who will interface with Michigan's grants system and cash management system. Obtain a MEIS account and print the account verification page that shows your login and password. This is the login and password you will use for both the grant and cash management systems.

- MEIS registration: <https://mdoe.state.mi.us/meis/createnewaccount.aspx>

**6. ☐ Register in Michigan Electronic Grans System (MEGS+)**

**Suggested completion: 20 days prior to application due date**

For individuals who will interface with the grant system, download the MEGS Security Authorization form and fax it to the number listed at the bottom of the form.

- MEGS+ security agreement:  
[http://www.michigan.gov/documents/MEGS-Security-Agreement\\_85716\\_7.pdf](http://www.michigan.gov/documents/MEGS-Security-Agreement_85716_7.pdf)

**7. ☐ Request access to Planning Grant Application**

**Suggested completion: 20 days prior to application due date**

To receive access to the Planning Grant Application, please contact Jill Thompson at (517) 241-6960, [thompsonj17@michigan.gov](mailto:thompsonj17@michigan.gov). Once you have access to the application it will become available in the MEGS+ system.

## APPLICATION PREPARATION

**8. ☐ Complete the narrative responses**

Adhere to the 50 page limitations (this includes the letters from steps 9 and 10). Applications containing more than 50 pages of narrative will not be reviewed.

- CSP Grant application:  
[http://www.michigan.gov/mde/0,4615,7-140-6530\\_30334\\_40088-322108--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_30334_40088-322108--,00.html)
- Each narrative application will be processed through plagiarism software. If the narrative application is for a replication or expansion, acknowledge the program and any links to support the use of the information and data.

9. ☐ **For applicants that do NOT have a district code, provide MDE with a copy of the authorizer's letter confirming intent to authorize when available.**

A copy of the intent to authorize letter must be uploaded into MEGS+ as part of Question #28 of the narrative responses.

10. ☐ **Provide the MDE with a copy of the signed letter notifying the authorizer of intent to apply for federal grant funds.**

A copy of the intent to apply for CSP grant funds and the authorizer letter of support must be submitted to the MDE to initiate the application process along with a resubmission attached to the final application in MEGS+. The initial intent to apply and the authorizer letter of support will be submitted to the [MDEPSAGrant@michigan.gov](mailto:MDEPSAGrant@michigan.gov). A copy of the intent to apply and the authorizer letter will need to be included again as part of Question #28 of the narrative responses.

11. ☐ **Procure and submit copies of all applicable partnership agreements, letters, waivers and notifications certifying eligible applicant status.**

Submit as exhibits to the end of your narrative. With the exception of the items required in Question #27, additional exhibits do not count toward the 50 page limit.

## APPLICATION SUBMISSION

**The following steps are to be completed  
on or before the required application due date**

12. ☐ **Login to the MEGS+ system and complete the application**

Use the **MEGS+ User Guide** below to ensure all required items to be submitted as part of your grant application.

- MEGS+ login: <https://mdoe.state.mi.us/megsplus/>
- MEGS+ application submission user guide:  
[http://www.michigan.gov/documents/mde/Using\\_MEGS\\_Plus\\_362840\\_7.pdf](http://www.michigan.gov/documents/mde/Using_MEGS_Plus_362840_7.pdf)

13. ☐ **Verify the application status indicates "Application Submitted."**

Applications not properly submitted will not be considered for review.

14. ☐ **Send the letter of intent to apply for grant funds along with a copy of the planning grant application to the authorizer**

The authorizer's office should have these items no later than one day after the application due date.



The 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 any one of the steps as properly completed, the application will not be reviewed by the MDE.

## Appendix B Narrative Questionnaire

### School Type

Please indicate below what type of school this grant will be affiliated with. If you select new please proceed to Narrative Question Number 1. If the school will be an expansion or replication, the Narrative will begin with Narrative Question A.

**Narrative Question A:** Describe **the selection criteria used to replicate or expand**. Provide details that include but are not limited to the history of the model schools success, length of operation, the program partners the school is modeled after and how they were selected and vetted, and the sustainability and viability of the new school and the impact this will have on the original school. All replication or expansion subgrantees must articulate that they are following the ESEA definition of high-quality charter schools. (listed on pp. 6) §4303(8) and 4303(e)(2). If an eligible subgrantee has previously received a CSP sub-grant under ESSA provide and wish to expand or replicate they must initiate new activities, they must meet the definition of High Quality and provide three years of improved educational results.

- ☐ New
- ☐ Expanding
- ☐ Replication

### Assessment of Community Need

1) Describe the **educational environment and community** where the charter school will be located. Provide details as to the assets and community partners in the area and how they will be engaged to support the school design. Include liabilities that may propose barriers to starting the school in that location. Include a well-articulated schedule of community meetings that occurred. Provide the types of community support the school will continue to receive from partners and a list of the **specific partner responsibilities**.

2) Provide a thoughtful and detailed description of the **unmet educational needs of the community**. This goes beyond the academic score. The narrative should have enough specificity that it becomes apparent throughout the narrative how the school will serve these unmet needs. This information may include the number of Partnership Districts in close proximity to the planned location and the unique educational opportunities that are not currently available. If the project requests funds for one-time start-up cost for transporting students to and from the charter school, the transportation plan should be outlined here.

3) Provide **measurable and quantitative evidence that the community recognizes the need** for the new, expanding or replicated 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 school. Identify how you used data, including data from the PSAEP, to determine student educational gaps in the surrounding area. Address how the educational programming will be evaluated by parents, staff and community to address any potential modification to meet the needs of the target population.

### **Student Population**

4) Detail the grade levels and range of ages of students to be served, along with plans for recruitment and any potential growth. Detail the charter school's **anticipated enrollment** in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve each year.

5) Identify the **demographic make-up of the proposed population** and **where these students are most likely being currently educated**. If this is an underserved area either urban or rural with limited high-quality educational options, provide the diverse models and explain the rationale for making the determination to use this model. The description should provide an estimation of 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) along with the distance from each existing school to the proposed location of the new school. Identify the number of schools that are identified on improvement lists or Partnership District schools. Detail the **competitive advantages and unique programming aspects** that will set the charter school apart and attract and retain students. If the proposed school is an elementary school, describe the unique characteristics for the school and how the students will be matriculated into a high-quality high performing high school. For high schools, include descriptions of feeder schools.

7) Describe in detail the **unique developmental and cultural educational needs** of the students the school serves and specify how the program will address those needs.

### **Educational Program**

8) Describe the vision, mission and **educational goals** of the charter school and how they will use the autonomy and flexibility granted them consistent with ESEA 4310(2). (listed on pp.2) The description of educational goals should be aligned to the authorizer approved charter contract goals, complete, measurable, ambitious, tailored to the expected student population, and coordinated with the intended high performing outcomes for the students. Explain how this is unique and different from the learning options at other schools in the community and focus on the federal definition of a high-quality charter school.

9) Describe the evaluation process and the criteria used by the school to determine the **deliverable curriculum and instructional approaches that will be implemented consistently at the academy**. Describe and explain why the chosen approach fits the PSA's target market and its educational goals as compared to other options.

10) Provide a general description of the **curricula** to be used. Explain how you have determined (or will determine) that the curricula will lead *all* students and subgroups of students to career and college readiness. **List the curriculum**

**related documents and resources** that will be provided to teachers when the school opens and indicate how the grant will be utilized to create, customize or align these resources to the state standards. Detail how the alignment to the standards, and how formative and summative assessments will measure the success of the curriculum in both the short term (months) and the long-term. (annually) Provide any resources necessary to fully implement the chosen curriculum to meet the described goals.

11) Provide an overview of the **instructional design** and program to be emphasized by the school, with particular **emphasis on how this approach will impact student achievement**. Be sure to detail the research foundations and best practices for the educational approach and evidence to support its success with similar subgroups. Describe steps the school will take to recruit and **ensure that its teachers understand, gain skills needed for and practice** the instructional model chosen. Detail the training and professional development available to all new academy staff.

12) Thoroughly describe the **interventions, support services or educational opportunities** that will be provided by the school (e.g., extended time, Head Start, latchkey, extracurricular activities, tutoring, language support, computer training, social work services, accelerated learning for advanced students, early middle college, career and technical education, etc.) and explain why these services were chosen. Describe the plan for how the services or educational opportunities will be implemented and evaluated for success.

13) Describe the ways in which the charter school will ensure legal and high-quality services to meet the needs of **educationally disadvantaged students** including students with disabilities, English learners and students with low incidence disabilities. Describe how these services will be innovative. Include a description of how the 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 charter school's targeted **date of opening** and describe the school's **calendar** and **instructional day** and how the design will support the proposed educational program. 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) Describe the 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 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** [(required in ESEA A(8)(b))] that will be employed to promote retention and reduction in the overuse of discipline strategies that remove students from the classroom and how they will maximize the number of students who remain enrolled year-to-year, and

to ensure equal access for all. Include a description of ways the school will retain staff.

17) Describe methods for **engaging and involving parents and community members** in the school and the education of enrolled students. Indicate how parents were involved 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. If applicable, describe how grant funds will be used to further develop the assessment program.

19) Describe how the charter school will evaluate **student achievement** including, student academic growth, as one of the most important factors of renewal or revocation of a schools' charter. Indicate how the academy will set annual growth targets and communicate progress toward the standards/targets to students and parents. Indicate an understanding that one of the most important factors for the continuation of a school charter is the impact of the school's performance in the state accountability system. Describe the quality control measures identified as goals in the charter contract submitted to the MDE and agreed to with the authorizer with a focus on how the schools perform on accountability will be one of the most important factors for renewal or revocation of the charter contract.

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. If applicable, describe how grant funds will be used to further develop the school improvement process.

### **Charter Team**

21) List the names, addresses, and roles of all board members and school leaders **affiliated with the charter school**. Briefly describe the strengths, experiences **and responsibilities** of the eligible applicant team members, board members, partners and charter management organization, including previous governance experience and/or training. Specifically identify the individual who will manage the funded grant project and how they will keep the board informed. Identify how the governance board will provide direct oversight of the execution of the grant and related expenditures.

22) If all members of the board of directors for the academy are not yet determined, explain how they will be selected and how the school will have a list of interested candidates for **future board vacancies**. Outline any planned training and orientation, including the adoption of internal control policies designed to enable the board of the school to understand and execute their governance

responsibilities. Please note that subgrant funds may not be used to pay board members for services provided.

23) Indicate whether the school will utilize an **Education Service Provider (ESP)** or be self-managed. If the school chooses to use an ESP, please indicate whether the ESP is a for-profit company or a non-profit company (supply the Michigan non-profit identification number if applicable). Include a description of the ESP **responsibilities** all services provided to the academy by the ESP: deliverables, staffing, fees for service and outcomes to be obtained through the contract. Provide information on how the governance board of the academy will evaluate if the ESP is fulfilling all contractual obligations. If the developers propose to use an ESP for personnel only, please clearly describe the relationship.

24) Describe the **anticipated working relationship** between the school board of directors and the authorizer. This should elaborate on how the school will have both autonomy and accountability, the role of the charter contract and educational goals, contracting with an ESP, and reauthorization of the contract.

### **Facilities**

25) Provide a description of the education **facility**, suitability of the facility space to meet the education needs of the student population and (if any) for meeting Michigan's legal requirements that protect public interest. Describe any purchase agreements, leasing arrangements, depreciation/appreciation valuation changes to the lease overtime, any lease to own agreements and how lease payments change over the life of the lease. Indicate any 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. Provide contract language with the leaseholder demonstrating an arms-length facilities agreement that is free from conflicts of interest and designed to enhance the academy's capacity to fulfill its educational mission.

Renovations to leased facilities should not be conducted to increase the value of the leased property. It is the expectation of the lessor to make the modification for alignment to all Federal Law. Contracts with lessors should be avoided for repair or renovation to a building beyond the contract cycle and to avoid negotiating repairs if a non-renewal to occur. Parties to the contract should have ongoing and yearly communication about any issues that pertain to the lease.

Note: Expenditures for facilities are limited to carrying out **minor** renovations to ensure that a new school building complies with applicable statutes and regulations, and **minor repairs** (excluding construction).

### **Financial Information**

26) 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. Include how the subgrant will support this work and how they will use the autonomy and flexibility granted

them consistent with ESEA 4310(2) [see pp. 2] Note which are secured and which are anticipated and include evidence of firm commitments if possible. Detail plans for meeting financial needs **after the grant funds have been completely expended** and provide a five-year sustainability plan including how the board of directors will maintain autonomy regarding budget decisions and personnel. This should include a description of the means by which the authorizer has established a format to review all financial audits.

27) Describe all anticipated **contractual relationships** not already described in the application. Address any anticipated **related party transactions**, paying particular attention to any relationships between the persons identified in Questions 21 – 25; board members and/or anticipated Education Service Providers and/or anticipated facility owners/lessors/sellers. (NOTE: Uniform Guidance, [2 CFR § 200](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)), Section 80.36 Procurement, prohibits a real and apparent conflict of interest in procurement. Uniform Guidance may be found at the link: <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>. Failure to comply with the Uniform Guidance 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 propose to resolve these matters before any subgrant award funds are paid to the project. Indicate the development, and implementation of appropriate board policies to address potential conflicts of interest and/or related part transactions.

### **Conclusion**

28) Please provide an annotated bibliography for the strategies, programs, and interventions identified or referred to within the education program (questions #8-14) and assessment and evaluation sections (questions #18-20) of this narrative.

Include Exhibits and attachments here. This must include both of the following:

- 1) A copy of a transmittal letter to the authorizer notifying them of the intent to apply for a CSP grant.
- 2) A copy of the authorizer's letter confirming initial approval to receive a charter OR a copy of MDE's letter to the authorizer with the PSA's district code.