

# Charter Schools

2006-2007 Annual Report





# Charter Schools Annual Report 2006-2007

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# Introduction and Background

## Charter Schools in Michigan

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, in 1993, and the law was signed into effect in December of that year. This law allows four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts. Public state universities have authorized most of the charters during the past 12 years; however, the state legislature placed a limitation on university-authorized charter schools of 150 charters, and the “cap” still exists. The only higher education institution that issued new charters in 2006-07 was Bay Mills Community College.

In 2003, the legislature passed a unique charter school law to create “urban high school academies,” Public Act 179 of 2003 (MCL 380.521-529, Part C). Michigan public universities may authorize these schools in Detroit only with large entities such as foundations. At the present time, no university has issued an urban high school charter.

Since new charters from the State of Michigan have been unavailable to Eastern Michigan University, the Charter Schools Office has embarked on an expansion program for our existing schools resulting, over the past seven years, in major renovations and enrollment increases.

Year	Outcome
2000-01	Commonwealth Community Development Academy adds four relocatable classrooms. Grand Blanc Academy builds new (4) classrooms.
2001-02	Great Lakes Academy buys its Pontiac school building and renovates new space.
2002-03	Commonwealth Community Development Academy adds three additional relocatable classrooms.
2003-04	Gaudior Academy purchases its Inkster school building. Academy for Business and Technology opens K-5 elementary school in Dearborn.
2004-05	Gaudior Academy adds pre-primary wing. Ann Arbor Learning Community plans move to new building. Academy for Business and Technology Secondary plans move to larger facility.
2005	Ann Arbor Learning Community opens 300-student renovated building in Research Park. Academy for Business and Technology Secondary opens 400-student renovated building in Melvindale.
2006	Edison Oakland Academy plans search for new building to house a K-8 program.

The charter school movement has experienced continuous growth in Michigan as indicated on the chart below. According to the Michigan Association of Public School Academies (MAPSA), there are 230 licensed charter schools serving more than 100,000 students (as of September 2007).

Year	No. of Schools	No. of Students	Percent Gain
1994-95	12	1,200	
1995-96	43	5,250	338%
1996-97	79	12,500	138%
1997-98	108	20,500	64%
1998-99	138	32,500	59%
1999-00	173	47,500	46%
2000-01	185	57,500	21%
2001-02	189	65,000	13%
2002-03	190	69,000	6%
2003-04	199	74,500	8%
2004-05	216	81,500	10%
2005-06	222	90,000	8%
2006-07	230	100,000	1%

## Charter Schools Nationwide

The number of charter schools nationwide increased by 644 during this school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists 4,046 charter schools operating in 40 states and the District of Columbia in 2006-07. According to the center's estimate, the schools served more than 1.15 million students. States with the most students attending charter schools are California, Arizona, Florida, Ohio, Texas and Michigan.

## Charter Schools Office at Eastern Michigan University

The Charter Schools Office at Eastern Michigan University was created as part of the Division of University Relations in the fall of 1995. On January 1, 1996, Dr. Joseph F. Pollack, former school superintendent in Michigan and Illinois, was appointed director of the new office.

At the opening of the 2006-07 school year, eight charter schools enrolled

approximately 3,500 students. Five of the charter schools are run independently by their school boards and operate most aspects of their schools, including educational programs and financing. These five are the Ann Arbor Learning Community, Commonwealth Academy, Gaudior Academy, Great Lakes Academy and Hope Academy. The other three schools are run by private, educational management companies. The Academy for Business and Technology is managed by the Leona Group of East Lansing, Michigan. Edison Oakland Academy is operated by Edison Schools of New York City. Grand Blanc Academy operates under a contract with the Mosaica Corporation of New York City.

The present Charter Schools Office staff members include Dr. Pollack, *director*; Dr. Malverne Winborne, *associate director*; Michael Collett, *finance officer*; Larry Barkoff, *attorney*; and Patricia Walker, *administrative secretary*.

## Schools of Distinction

Two of Eastern Michigan University's charter schools were designated for honors during the 2006-07 school year. The Ann Arbor Learning Community was honored as one of the 53 best charter schools in the United States by the Washington-based Center for Education Reform. The Ann Arbor Learning Community was one of only two schools in Michigan to receive the honor. In addition, the Ann Arbor Learning Community and the Edison Oakland Academy of Ferndale were cited by the Michigan Association of Public School Academies at a February 2007 Michigan Legislature reception in recognition of "outstanding academic achievement and dedication to providing quality education options."



# Charter Schools Assessment Programs

## The Michigan Educational Assessment Program (MEAP)

The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: ELA (English language arts), mathematics, science and social studies. The ELA content area includes reading, writing and listening. In 2005-06, students were tested in grades 4, 5, 7, 8 and 11\*.

As outlined by the state, the purpose of the MEAP test is:

1. to measure academic achievement as compared to expectations and whether improvement occurs during a specific time period;
2. to determine whether improvement programs and policies are having the desired results;
3. to target academic assistance where needed.

The MEAP is being utilized in the Adequate Yearly Progress (AYP) assessment portion of the federal **No Child Left Behind** (NCLB) program. The MEAP is also utilized in the Michigan **Education YES!** program's individual school assessments.

## Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a national norm-referenced test. Each student's performance is based upon peer scores of like students in the United States. The test was developed by the University of Iowa in 1935 and is used extensively in schools in many parts of the nation. The contents and skills measured in grades K-8 include vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, and science. All are assessed on age-appropriate levels.

The ITBS was administered for the first time in Eastern Michigan University's charter schools in spring 2006. Since this is an annual test, comparative scores for students were available after the 2007 test. Students' academic growth is measured by utilizing "value-added" measurements (whether the student gained one year of growth in each of the tested areas).

In most of Eastern Michigan University's charter schools, nearly one-third of the students taking the above tests are new, having been enrolled for only a few months before the tests were administered. In addition, the enrollment at charter schools is comprised of a large number of students who have transferred from schools that have been identified as *high-priority* schools, due to their chronic low academic performance.

*\*Up to 2006, students took the high school MEAP at some point during their high school career, most students in the 11th grade, some in the 10th grade. In 2007, the ACT/Michigan Merit Exam was administered in Michigan high schools for the first time.*



# Academy for Business and Technology Elementary School

The Academy for Business and Technology Elementary (ABTE) School in Dearborn, opened in 2003 and currently operates a grade K-5 elementary campus.



The school offers basic studies, classes in business and Arabic. The academy's curriculum is aligned with state standards. In 2006-2007, 344 students were enrolled.

This school, which just completed its fourth year of operation, continues to meet federal (No Child Left Behind Act) and state (EducationYES!) guidelines for satisfactory progress in student academic performance. ABTE continues to achieve these educational goals, while working with a student population from households where English is the second language.

## Mission Statement

*In cooperation with parents and community, ABTE will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 4
- Total Enrollment: 344
- Grades: K-5
- Student teacher ratio: 22:1
- Percent of special education students: 9
- Percent of low income students: 80
- Percent Highly Qualified Teachers: 100



## Mission Statement

*In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 10
- Total Enrollment: 425
- Grades: 6-12
- Student teacher ratio: 22:1
- Percent of special education students: 9
- Percent of low income students: 80
- Percent Highly Qualified Teachers: 100

# Academy for Business and Technology Secondary School

The Academy for Business and Technology Secondary (ABTS) School was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12) in Dearborn Heights. In 2005 the academy relocated to Melvindale, Michigan.

This school has a special emphasis on business and technology, while it continues to align its course offerings with the State of Michigan's curriculum (Grade Level Content Expectations).

The Academy for Business and Technology Secondary (ABTS) School has made great strides in the area of academic performance during school year 2006-2007. The academy served 425 students, with 42 graduating in June. Thirty-eight of these 2007 graduates have gone on to

pursue advanced studies in either community colleges or universities, while another three have committed to serving this nation in the armed forces. The other graduates have joined Michigan's workforce. ABTS continues to be the only charter school in Michigan to offer a JROTC (Air Force) program.



# Ann Arbor Learning Community

The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 182 students in 2006-2007 with an average class size of 15. Approximately 60 percent of the student body resides in the Ann Arbor-Ypsilanti area, with the remainder coming from other communities throughout southeast Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community provides a student-centered, integrated curriculum. Its strong, basic core curriculum consists of language arts, mathematics, science and social studies, supported by a stimulating, hands-on thematic approach.

During the 2006-2007 school year, Ann Arbor Learning Community was the recipient of three awards of distinction:

*National Charter School of the Year granted by the Center for Education Reform*

*Achieved Accreditation through NCA - CASI*

*Recognized by Michigan Association for Public School Academies for "Closing the Gap" in the area of Outstanding Academic Achievement.*



## Mission Statement

*To nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future.*

*In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning.*

*The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 9
- Total Enrollment: 182
- Grades: K-8
- Student teacher ratio: 14:1
- Percent of special education students: 11
- Percent of low income students: 6
- Percent Highly Qualified Teachers: 100





## Mission Statement

To challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents and students.

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 11
- Total Enrollment: 264
- Grades: K-7
- Student teacher ratio: 19:1
- Percent of special education students: 7
- Percent of low income students: 87
- Percent Highly Qualified Teachers: 100

# Commonwealth Community Development Academy

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 268 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In both the elementary and middle schools, basic math and science are emphasized. In the 2004-2005 school year, the academy consolidated the K-6 grades in one building. In 2006-2007 a seventh grade was added.

Commonwealth Community Development Academy continues to make improvements in student achievement. In 2002-2003 this academy adopted the **Success For All** comprehensive school reform model as a method of improving student performance. The **Success For All** school reform model mandates that all students participate in a daily 90-minute structured reading program, with higher grade level students being assessed every eight weeks.

As part of its school improvement plan, the academy continued to schedule extensive staff development for its teaching staff to provide teachers with the opportunity to remain current with the latest teaching methods and best practices. Qualified educational consultants have been used to train teachers using various techniques and technology to implement the curriculum.



# Edison Oakland Academy

Edison Oakland Public School Academy of Ferndale opened its doors in the fall of 1999. It is managed by Edison Schools, Inc. In 2006-2007, the charter school served 850 students in grades K-6 and was organized into two academies: the primary academy (K-2) and the elementary academy (3-6). Nearly 80 percent of this academy's student population resides in Detroit.

The academy offers a variety of choices in its curriculum. In the reading area, teachers use **Success For All** in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to a literature-based

program. In grades five and six, teachers use a five-day literacy plan based on **Success For All** and **Project Read**. In the math program, teachers use the University of Chicago School Mathematics Program: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.

During the 2006-2007 school year, Edison Oakland Public School Academy was the recipient of the "Closing the Gap" award for Outstanding Academics, as recognized by the Michigan Association for Public School Academies.



## Mission Statement

*To develop students with strong character who come to value learning as a lifelong process.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 8
- Total Enrollment: 850
- Grades: K-8
- Student teacher ratio: 24:1
- Percent of special education students: 6
- Percent of low income students: 72
- Percent Highly Qualified Teachers: 100



## Mission Statement

*To provide learning experiences in an atmosphere which nurtures and educates the whole child by addressing the multiple intelligences, instilling a love of learning, and fostering respect for themselves, their fellow citizens, their country, and their world.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 11
- Total Enrollment: 229
- Grades: K-8
- Student teacher ratio: 15:1
- Percent of special education students: 2
- Percent of low income students: 39
- Percent Highly Qualified Teachers: 94

# Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2006-2007 school year marked the beginning of the eleventh year of its charter with Eastern Michigan University with an enrollment of 229 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2006-2007 school year marked their third year of ownership of the building they occupy. It also marked their second year of operation of the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.



# Grand Blanc Academy

Grand Blanc Academy opened in 1999 and is managed by the Mosaica Corporation of New York. The initial school enrollment was 341 students, and the 2006-2007 enrollment in grades K-8 was 448 students.

The academy stresses basic skills, technology, creative studies and the **Paragon Program**. The **Paragon Program** is based on Great Books and comprises approximately half of the school day. The academy also uses the University of Chicago Math Program and the Core Language Arts Program.

Students in grades K-5 are offered reading, language arts, mathematics, science, Spanish, music, physical education and **Paragon**. Students in grades 6-8 are offered language arts, mathematics, science, Spanish, world and U.S. history, physical education and health. Students also had the opportunity to elect coursework in journalism, speech and debate, photography, videography, life skills, visual art,

choir, band, computers and drama.

Grand Blanc Academy continues to cultivate a strong relationship with its parent community as evidenced by its parent participation levels of nearly 100 percent for conferences and related activities.



## Mission Statement

*To work together with families and the community to instill the values of citizenship and lifelong learning. We will provide a safe and effective learning environment striving to meet the needs of all students.*

## Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disabilities)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 8
- Total Enrollment: 448
- Grades: K-8
- Student teacher ratio: 21:1
- Percent of special education students: 15
- Percent of low income students: 43
- Percent Highly Qualified Teachers: 100

## Mission Statement

*To provide an environment which promotes and provides practical knowledge to become productive and responsible citizens in the 21st Century. GLA will prepare students to function in a complex, ever changing world by cultivating habits which promote self concept. The results will be excellence in the basic core subject areas, art, music, physical education and technology.*

## Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disabilities)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 10
- Total Enrollment: 303
- Grades: K-6
- Student teacher ratio: 16:1
- Percent of special education students: 16
- Percent of low income students: 85
- Percent Highly Qualified Teachers: 100

# Great Lakes Academy

Great Lakes Academy (GLA) began operation in the fall of 1997 as a K-3 grade school. For the first three years, the school added a grade level leading to an enrollment of 303 students in grades K-6 during the 2006-2007 school year. Great Lakes Academy was a recent recipient of the state's Golden Apple Award for outstanding academic growth.

With nearly 90 percent of Great Lakes Academy's students facing the challenges of a difficult economy, this school provides an educational environment that is intimate, safe and nurturing. Great Lakes Academy's integrated curriculum includes



extracurricular activities and character/ethics building. The academy recognizes that the training of a child at home in conjunction with the school is crucial to success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character-building principles.

In the fall of 2007 Ms. Vivian Reed Terry assumed the role of school leader at Great Lakes Academy. With this addition, GLA will redouble its efforts toward maintaining its position as one of Pontiac's premier schools.



# Hope Academy

Hope Academy began its operation in 1998 as a K-3 elementary school with an enrollment of 288 students. It has since grown to a K-6 elementary school with an enrollment of 501 students in 2006-2007, primarily from Detroit. The four core subject areas of language arts, math, science and social studies are broken down into grade-level expectations or exit skills. These exit skills provide much-needed clarification for teachers in their development and implementation of daily lesson plans. Exit skills are coded for easy notation within lesson plans and allow for a smooth verification of acceptable implementation. When implemented in its entirety, the scope and sequence will alleviate unnecessary repetition of subject matter as well as reduce the number of gaps within the whole of the students' education.

The "specials" or non-core subjects included within this framework are band, dance, drama, foreign language, health, life skills, physical education, technology, visual art and vocal music for the middle school; and art, drama, health, life skills, music, physical education and technology



for lower and upper elementary. These classes represent a three-year course of study as students typically attend them less frequently, especially in the elementary grades.

Hope Academy continues to make Adequate Yearly Progress as mandated by the federal government's No Child Left Behind Act. Hope Academy also continues to meet the State of Michigan's mandate for educational progress, as outlined in the EducationYES! initiative.

## Mission Statement

*To provide a positive, nurturing and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.*

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

## Vital Statistics

- Years as a charter school: 9
- Total Enrollment: 501
- Grades: K-6
- Student teacher ratio: 17:1
- Percent of special education students: 9
- Percent of low income students: 93
- Percent Highly Qualified Teachers: 100



# Charter Schools Administration Financial Report

Fiscal Years 2005-2006 and 2006-2007

	<b>2007</b>	<b>2006</b>
Appropriations Received (Michigan State School Aid)	\$ 26,985,281	24,214,571
Appropriations Disbursed	26,220,394	23,505,286
Eastern Michigan University Administrative Fee	764,887 <sup>1</sup>	709,285
Operating Expenses	693,772 <sup>2</sup>	686,165 <sup>3</sup>
Surplus/(Deficit)	\$ 71,115 <sup>4</sup>	24,120

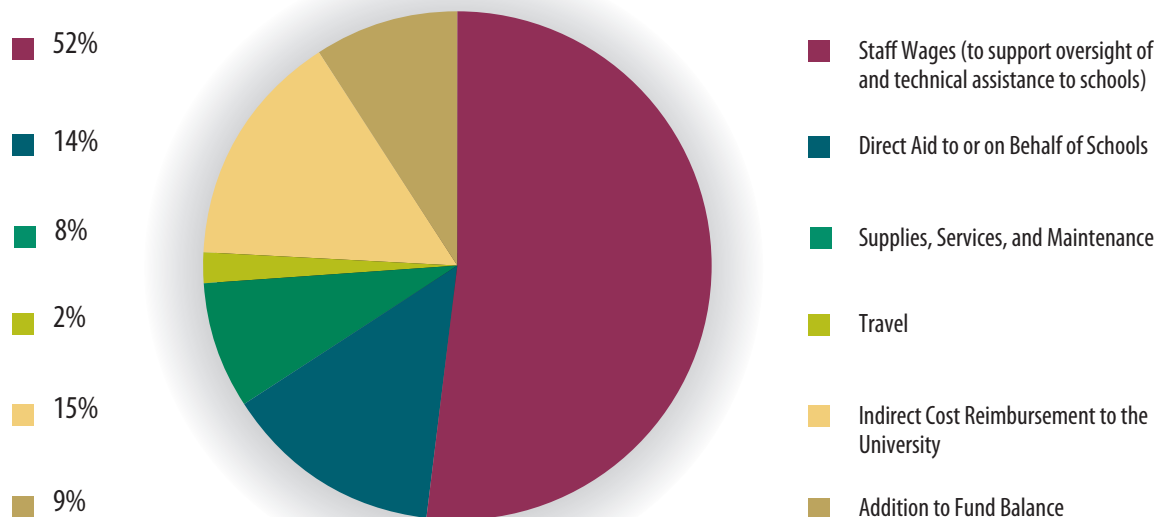
<sup>1</sup> The University's 2007 administrative fee increase was the result of a \$210 per pupil increase in the state's foundation allowance, combined with a total enrollment increase of 189 students, resulting in an FTE increase of 161.40 in the blended state aid membership, upon which state foundation funding is based.

<sup>2</sup> In the 2006-2007 school year, 3,536 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,492.69. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$107,407 in direct assistance to schools for staff professional development, achievement testing and policy development, and over \$112,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program.

<sup>3</sup> In the 2005-2006 school year, 3,347 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,331.29. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$126,182 in direct assistance to schools for staff professional development, achievement testing, policy development and cultural enrichment programs, and over \$107,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program.

<sup>4</sup> The 2006-2007 surplus resulted from a combination of factors, including slightly higher revenue than anticipated and slightly lower than anticipated costs for testing, equipment, supplies and printing.

## Uses of Charter School Funding for the Year Ended June 30, 2007



# Schedule of Expenditures and Grants Made To or On Behalf of Charter Schools

Fiscal Year 2006-2007

School	Amount Prof. Dev. Grants*	Amount Expenditures	Total Amount
ABT Total	8,919.00	8,923.64	17,842.64
AALC Total	8,287.00	2,774.06	11,061.06
CCDA Total	—	3,687.29	3,687.29
EDOAK Total	6,043.00	9,363.98	15,406.98
GAUD Total	10,000.00	3,000.93	13,000.93
GBA Total	10,000.00	5,356.76	15,356.76
GLA Total	10,000.00	5,049.43	15,049.43
HOPE Total	10,000.00	6,002.10	16,002.10
<b>Grand Total</b>	<b>63,249.00</b>	<b>44,158.19</b>	<b>107,407.19</b>

Reason for Expenditure	Total Amount
Professional Development Grants	63,249.00
Academic Testing	41,721.60
Board Policies, Training and Enrichment	135.00
Administrator Leadership Workshops	2,301.59
<b>Grand Total</b>	<b>107,407.19</b>

\*Each academy's professional development grant was determined to bring its current balance at July 1, 2006 to \$10,000, including carry over of unexpended funding from prior years.



# EASTERN MICHIGAN UNIVERSITY™

(2006-07 Academic Year)

## Board of Regents

Thomas W. Sidlik, *chair*  
Ann Arbor

Roy E. Wilbanks, *vice chair*  
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Flint

Gary D. Hawks  
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Philip A. Incarnati  
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Francine Parker  
Detroit

James F. Stapleton  
Ann Arbor

## Executive Officers

Dr. Donald Loppnow  
*Provost and Executive Vice President*

Thomas Green  
*Vice President for Enrollment Management*

Darryl A. Szczepanski  
*Vice President for Advancement*

Karen Simpkins  
*Interim Vice President for Student Affairs*

Janice Stroh  
*Vice President for Business and Finance*



## Charter Schools Office

Dr. Joseph F. Pollack, *director*

Dr. Malverne C. Winborne, *associate director*

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