

EASTERN MICHIGAN UNIVERSITY[®]

Charter Schools

2018-2019 Annual Report



Contents

- 2 Letter from the Director
- 3 Introduction to Charter Schools
- 5 Charter Schools Office at Eastern Michigan University
- 6 Assessment Programs
- 7 Holding Schools Accountable
- 9 Student Life
- 10 Math Facts Challenge
- 11 Our Newest Schools
- 13 Our Schools and their Board Members
- 14 Board Member Appreciation Event
- 15 EMU Charter School Student Population
- 16 Academy for Business and Technology Elementary
- 17 Academy for Business and Technology Middle and High School
- 18 Ann Arbor Learning Community
- 19 Commonwealth Community Development Academy
- 20 Detroit Public Safety Academy
- 21 Dr. Joseph F. Pollack Academic Center of Excellence
- 22 Global Tech Academy
- 23 Grand Blanc Academy
- 24 Great Lakes Academy
- 25 Hope Academy
- 26 The James and Grace Lee Boggs School
- 27 The Woodley Leadership Academy
- 28 Eastern Michigan University Charter Schools Administration Financial Report
- 29 Financial Assistance to Charter Schools Schedule of Expenditures
- 30 EMU Board of Regents and Executive Officers



Our Vision

A World Class Education for all Students



Greetings from the Director:

The 2018-2019 school year saw expansion in the Eastern Michigan University's Charter Schools Office operation. We continued in our efforts to address the educational needs of the communities of southeastern Michigan. During the 2018-2019 school year, our office provided oversight for 12 charter schools, serving over 3,600 students.

We reauthorized three schools, Commonwealth Community Development Academy, Dr. Joseph F. Pollack Academic Center of Excellence (PACE Academy) and Grand Blanc Academy. I'm proud to announce that two of our schools, PACE Academy and Grand Blanc Academy have reached their 20th years of continuous operations.

Our schools continue the challenging work of addressing the academic performance and socio-emotional development needs of their students. They are making significant progress in these areas.

I am extremely excited to announce the addition of New School High, located in Plymouth, Michigan to our portfolio. This school was co-founded by Ms. Cyndi Burnstein, a veteran educator with over 40 years in education. This academy is a 9-12 school opening its doors as an EMU chartered school in fall of 2019. It utilizes an innovative approach to educating its students (see profile on page 12). We look forward to welcoming New School High into the EMU Charter Schools Office's family of schools.

Again, we hosted an event to show our appreciation for the hard work of our charter school board members. This year's event was a Fan Experience at the EMU Convocation Center. This was a men's basketball game and was open to board members and their families.

In May we hosted the annual Math Facts Challenge at EMU's Student Center. There were approximately 300 first through eighth grade students who participated! This continues to provide excitement to these "MATH-letes" in the spirit of friendly competition, and allows them to visit the beautiful Eastern Michigan University campus.

In summing up the 2018-2019 school year, we continue to view our role in authorizing these schools to be an honor and a privilege. As always we have not wavered from our laser focus on addressing the educational and social needs of our families in southeast Michigan. We will strive to serve these communities to the best of our ability. This speaks to our vision that the EMU charter schools will offer a "World Class Education for All Students."

Peace,

*Malverne C. Winborne, Ph.D.
Director
Eastern Michigan University Charter Schools Office*

Introduction to Charter Schools



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 public state universities, community colleges, intermediate school districts and local school districts to authorize charters for public school academies.

Charter schools may include grades K-12 or any combination of those grades. They may not charge tuition and must serve anyone who applies to attend up to enrollment capacity; that is, they may not screen out students based on race, religion, gender, or test scores.

Since 2000, the number of charter schools in Michigan as well as charter school enrollment has seen significant growth. Currently, there are 297 charter schools serving over 150,000 students. The authorizers and number of schools under their oversight are listed in the following chart:

| 2019 Michigan Charter Schools | |
|-------------------------------|------------------------------|
| Authorizer Type | Number of Schools Authorized |
| Intermediate School Districts | 19 |
| Local School Districts | 25 |
| Community Colleges | 48 |
| Universities | 205 |
| Total | 297 |

Source: Michigan Department of Education

Major responsibilities of an authorizing body in Michigan

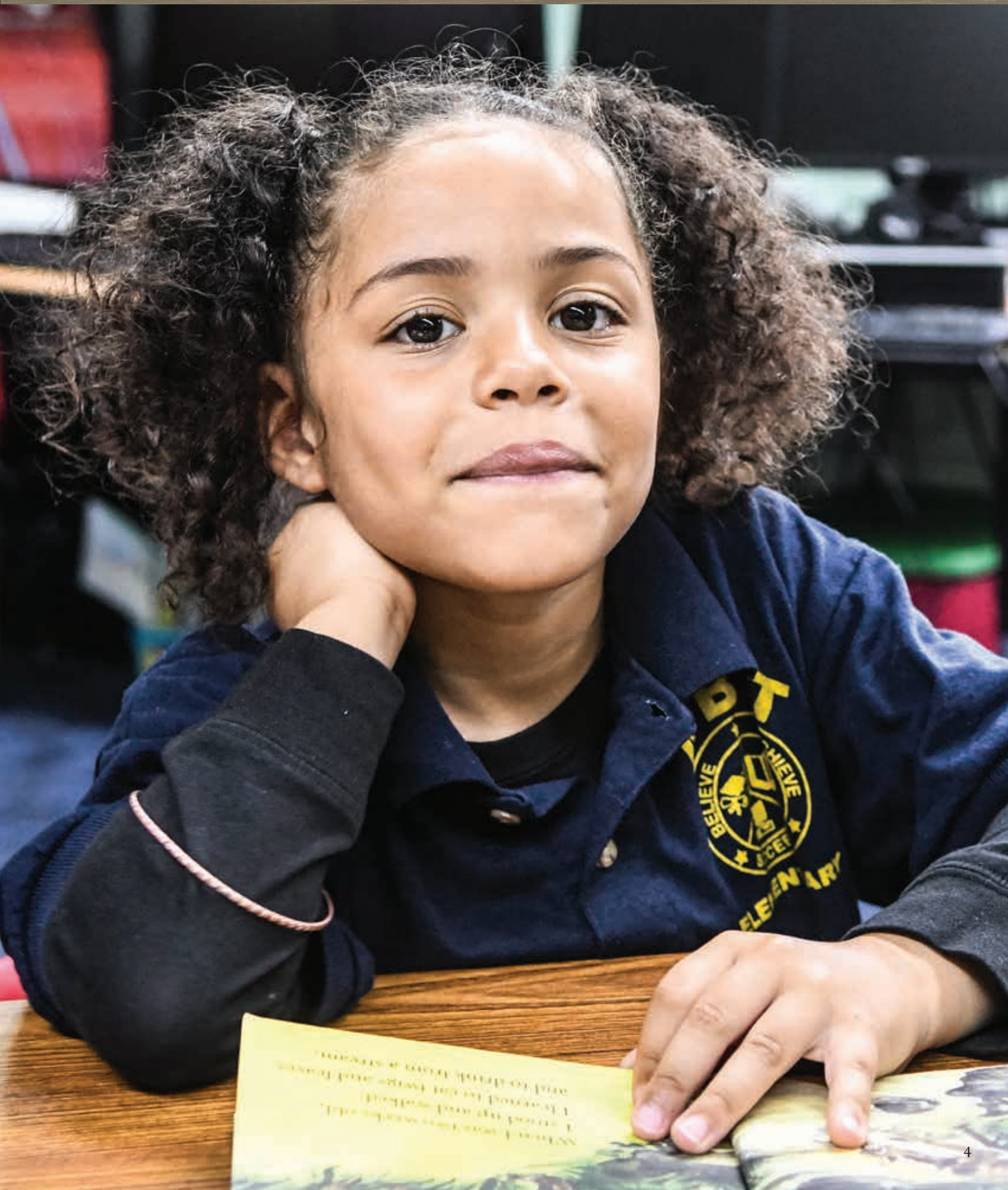
Pursuant to Section 380.502(4): “An authorizing body shall oversee, or shall contract with an intermediate school district, community college, or state public university to oversee, each public school academy operating under a contract issued by the authorizing body. The authorizing body is responsible for overseeing compliance by the board of directors with the contract and all applicable law.”

These oversight duties include:

- Reviewing new charter applicant’s educational plan, including how the plan will address the educational needs of the students, curriculum goals and objectives, teaching methods, and student assessment.
- Determining if all fire, safety, and health codes are met.
- Monitoring the proposed charter school’s compliance with applicable law and its performance in meeting its targeted educational objectives.
- Monitoring the proposed school’s financial management and school board meetings through regular reports and on-site visits.
- Ensuring that charter school boards operate independently of any educational management company involved in the operation of the school.
- Developing a process for periodic reauthorizations and—as needed—amending the contract during the term of the contract.

Charter Schools Nationwide

An estimated 3 million students attend more than 7,000 public charter schools throughout the country. Public Charter Schools comprise 6% of public education, with 56% of schools located in urban, 26% in suburban and 17% in rural areas within 46 states and Washington DC. Concurrently, 56% of public charter school students are from low income families and 10% are English language learners (National Alliance on Public Charter Schools).



...and to think from a story.

I read my and mother.

...and to think from a story.

EMU Charter Schools Office



The Charter Schools Office staff (from left to right) Dr. Malverne C. Winborne, Director, Michael Collett, Finance Officer, Jeff Ammons, Attorney, and Mary Rebandt, Administrative Secretary.

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, the late Dr. Joseph F. Pollack, former public school superintendent in Michigan and Illinois, was appointed director of the new office. During the 2018-19 school year, Eastern Michigan University's eleven charter schools enrolled over 3,600 students. All EMU-authorized schools are governed by independent, autonomous board members who are public officials, appointed by the Eastern Michigan University Board of Regents. Board members are recruited, vetted, overseen and trained by the Eastern Michigan University Charter Schools Office.

Significant Accomplishments and Events 2018-2019

- Commonwealth Community Development, Dr. Joseph F. Pollack Academic Center of Excellence and Grand Blanc Academy reauthorizations.
- Launched The Woodley Leadership Academy, located in Saginaw, Michigan.
- Added a new charter (New School High) to our portfolio of schools.
- Appointed 23 board members (8 new appointments and 15 reappointments).
- Board Appreciation Event (February 2019).
- Math Facts Challenge (May 2019).
- Added a blended learning model to Ann Arbor Learning Community for the 9th to 12th grades.

Our Mission

The mission of **Eastern Michigan University** Charter Schools Office

is to create a community of life-long learners.

We will develop and maintain a diverse portfolio of excellent schools.

Our authorizing practice places a high value on quality relationships with our stakeholders.

Assessment Programs

Michigan Student Test of Educational Progress (M-STEP)

In accordance with state law, the Eastern Michigan University Charter Schools Office considers the academic achievement of all students as the most significant factor when assessing schools. One important measure of student achievement and growth is the performance of students on the Michigan Student Test of Educational Progress (MSTEP).



The M-STEP includes summative assessments designed to measure student growth. Students were tested in English language arts and mathematics in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, consisting of a college entrance exam, work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.

Computer Adaptive Assessment

In addition to the M-STEP, the Eastern Michigan University Charter Schools Office requires all EMU-authorized schools to test students on the nationally normed Measures of Academic Progress (MAP) test. Approximately 4.5 million students in 49 countries, all 50 states and over 3400 districts take this test multiple times annually.

This assessment is administered in an online environment and is adaptive to the demonstrated learning of students, providing quantitative data that is used to measure academic achievement and growth. Academic performance is examined over time, against a standard and relative to an academically similar peer group. The Charter Schools Office has set educational goals for each authorized school with regard to expectations around student growth and achievement. Performance on the MAP assessment is utilized in conjunction with M-STEP performance to assess Academy academic performance.

The results of the NWEA MAP assessments are used in conjunction with the M-STEP, and the assessment of a set of financial and operational indicators to determine if a school will be granted another charter when its contract term expires.



Charter School Students Making Gains

Years of research studies conclusively show the devastating impact of poverty on academic achievement. EMU charter schools enrolled 87% at risk students compared to the Michigan average of 50%. (Data compiled from: Michigan's Center for Educational Performance and Information, K-12 School Data File)

On the bright side, the longer students stay at our charter schools, the better their academic performance. We compared the academic performance of students enrolled 3 or more years to that of students in our schools 2 or fewer years. The results varied from school to school, but overall, EMU charter students enrolled 3+ years scored 7.2% higher in math and 4.2% higher in reading than those enrolled 2 or fewer years. (Data from annual NWEA reading and math assessment.)



Holding Schools Accountable

Annual Oversight Assessment

Annually Eastern Michigan University authorized schools are provided a summary report which serves as the official assessment of their overall performance. The annual assessment report is presented to school board presidents each year at a meeting at Eastern Michigan University. This report provides feedback about the school's performance in six key areas.



1. Academics

Reading and Mathematics: Academic achievement on national normed test (NWEA).

1. Student achievement
2. Median growth from the norm
3. Longitudinal student achievement



2. Personnel

- Teachers must be certified
- Teachers must complete required professional development
- All new teachers and administrators must pass criminal background checks



3. School Board Requirements

- The board has the required minimum of 5 members and a maximum 9 (7 recommended)
- The board meets on regular monthly basis
- Agendas and minutes are completed on time



4. School Operations

The following documents must be completed and filed on time:

- Annual Education Report
- School Improvement Plan
- Student and employee handbooks
- Employee contracts and job descriptions
- Curriculum changes
- Plan for open enrollment (dates, communication, lottery process)



5. Facilities Review

- All required documents are up to date
- Facilities inspection is satisfactory

SECTION 1-Written Reports

- Asbestos plan
- Pest control program
- Fire drill plan (min. of 5)
- Tornado drill plan (min. of 2)
- "Lock Down" drill plan (min. of 2)
- Incident response and crisis communication plan
- Boiler inspection
- Elevator inspection
- Health department certificate
- Calendar of posted board meetings
- Playground inspection



SECTION 2-Observation

- Flag displayed
- Classroom locks operable
- External building locks operable
- Hallways/exits/stairways unobstructed
- Exit lights (marked)
- Emergency strobe lights
- Fire doors operable
- Fire extinguishers (tagged)
- Custodial closet sprinklers
- Smoke detectors (operable)
- Storage of student coats, boots
- School sign
- Windows clean/in good repair
- Restroom items available (soap, paper, etc.)
- Building without defects (safety)
- Employment posters- e.g. OSHA and MIOSHA



6. Finance and Regulatory Reporting

- Quarterly financial reports complete, accurate and submitted on time
- Annual financial reports complete, accurate and submitted on time
- Copies of contracts, agreements, legal actions and governmental correspondence provided to EMU in accordance with master calendar
- Academy is compliant with board policy and statutory requirements when issuing debt
- Epicenter tasks submitted with 90% or better timelines and accuracy
- Positive operating results: sufficient prior year-end fund balance

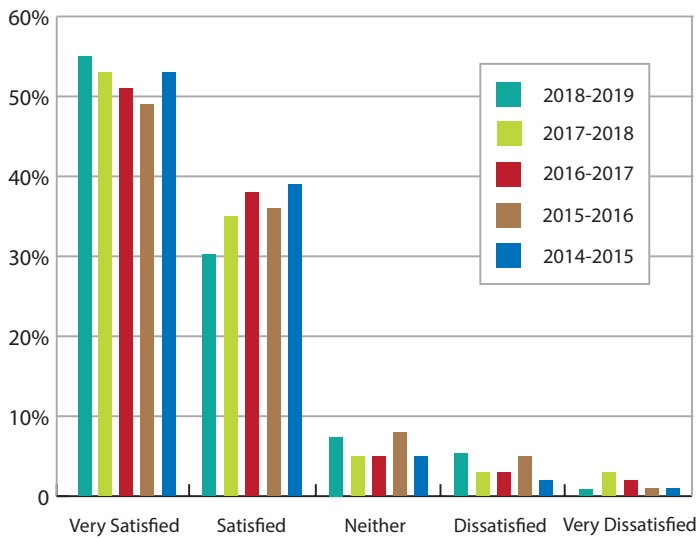




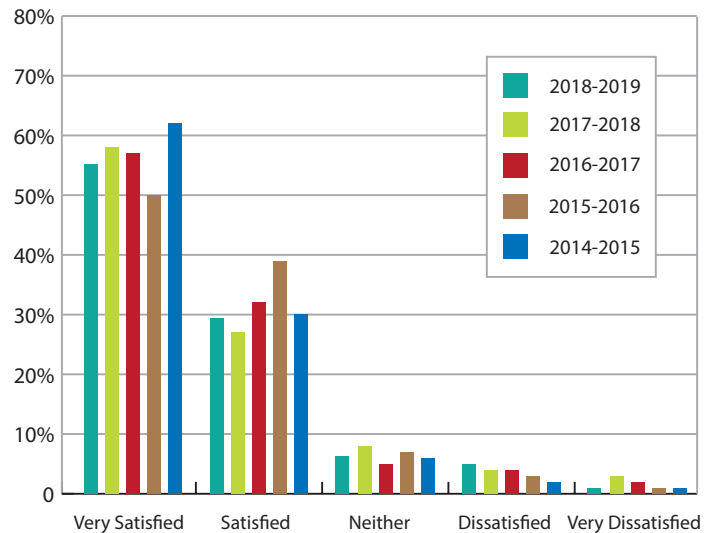
School Assessments – Annual Parent and Staff Satisfaction Surveys

Eastern Michigan University conducts an annual survey of parents, teachers and staff at each charter school. The goal of these surveys is to measure the level of satisfaction among parents and staff on a number of factors pertaining to their experiences with the school. They are also asked about ways these schools could improve. A summary of the findings is compiled, along with graphs showing the most current results and trends from past surveys. Copies of the summary reports are distributed to school leaders and school board presidents for planning and evaluation. The graphs below indicate the most recent parent satisfaction data:

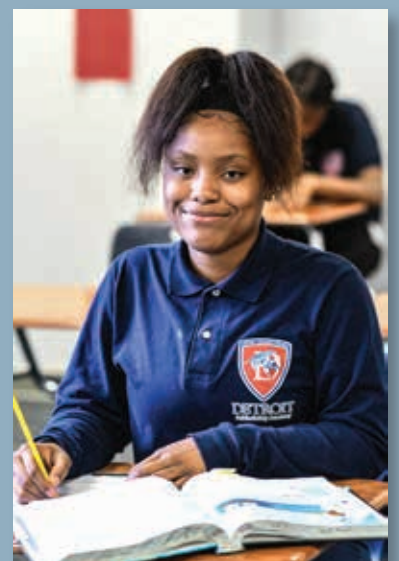
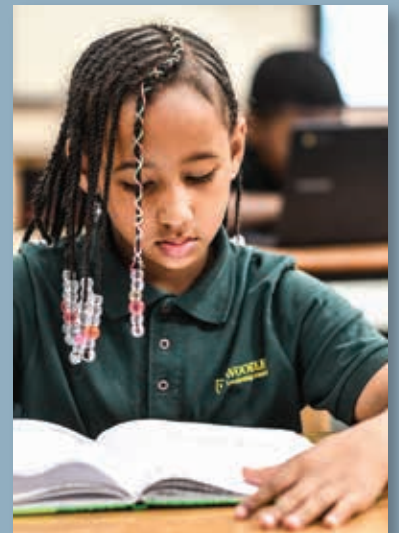
Parent Satisfaction with Child's Progress at Charter School



Parent Satisfaction with Charter School Teachers



Student Life



2019 Math Facts Challenge

About 200 southeastern Michigan area students from different charter schools displayed their math skills answering questions and competing with students from other schools during an exciting event held in the Student Center at Eastern Michigan University.

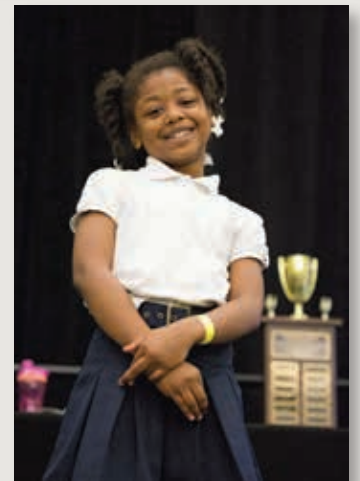
The 2019 Math Facts Challenge placed students in grades 1-8 in a series of fun, head-to-head competitions where students answer

grade-level questions, ranging from basic addition and subtraction to multi-step equations.

The challenge is sponsored by the EMU Charter Schools Office. The Math Facts Challenge originated at PACE Academy, located in Southfield, and was held there for several years as a school-wide competition.

Students from 14 area charter schools competed in this year's event. Cities represented

included Ann Arbor, Detroit, Dearborn, Dearborn Heights, Hamtramck, Grand Blanc, Southfield, Melvindale and Ypsilanti. This marked the sixth year of the challenge and its fifth on the EMU Campus.



Our Newest Schools

Woodley Leadership Academy

The Woodley Leadership Academy in Saginaw was authorized by the Eastern Michigan University Board of Regents and opened its doors in the fall of 2018.

The charter school was spearheaded by LaMarr Woodley, who recently retired from the Pittsburgh Steelers. Accel Schools is managing the academy. Mr. Woodley is providing inspirational leadership.

LaMarr Woodley was a Saginaw High School football star, an All American defensive end at the University of Michigan, and an outstanding NFL linebacker and Super Bowl Champion with the Pittsburgh Steelers. He talked about his vision with a reporter recently: "I want to educate the youth because I know the talent that we have in our city. If we have strong education behind them, a lot of them would have more opportunities to go to college. So, I'm just playing my role to make sure that I'm giving people an opportunity and a chance."

The Academy's initial enrollment was in grades K-5. Each year another class will be added until it reaches the K-8 maximum as approved by EMU.



In addition to the required curriculum from the state of Michigan, the school will focus on developing leadership skills and character education. Program highlights include the following:

- Personalized learning
- Group projects, small group instruction and individual tutoring
- Strong remediation and enrichment programming
- Partnerships with national and Saginaw community organizations



"I want to educate the youth because I know the talent that we have in our city."



New School High

At the February 7, 2019 Board of Regents meeting, New School High was issued a five-year charter for grades 9-12 effective July 1, 2019. New School High offers a very different experience than any other school in the Plymouth-Canton community. Because relationships and trust are the foundation of learning, each of their students is well known by every adult and every teacher teaches every child.

Cyndi Burnstein

School Leader
Cyndi Burnstein is one of the founders and the school leader at New School High. It is this schoolteacher's dream to provide students the kind of learning experience that she created in her classroom. In a large high school, individualizing learning is not always possible. Cyndi is a nurturing, energetic and artistic teacher who fills the halls with framed pictures and posters of students in a variety of learning activities. She works closely with a talented team of board members that are guiding the development of the school.

Cyndi taught English at Salem High School where she served as a leader in innovative education for 40 years. At Plymouth Canton Educational Park, she designed the Humanities course and co-founded the award-winning



Spectra program, an interdisciplinary school-within-a school that dramatically reduced failure rates in 9th and 10th grade core classes. Cyndi brings considerable knowledge and experience in leading organizational change at the high school level. She authored the \$1.2 million U.S. Dept. of Education Smaller Learning Communities grant and served as its coordinator, building capacity for teacher collaboration. She earned her M.A. in Educational Leadership from Eastern Michigan University and has published numerous articles on projects-based learning.

Teacher-led

New School High, a teacher-led school, is a school in which teachers have decision-making authority in areas such as determining the learning program, and setting the schedule and school-level policies.

Project-based learning

Well-designed project-based learning is a way for students to learn “hands on” as well as pursue their individual interests.

Character education

At New School High, positive personal skills are valued as essential to success. Therefore, kindness, cooperation, respect, preparation, leadership, creativity, and responsibility are explicitly addressed in the advisory class and proactively supported in all other school interactions.



“We believe high school students yearn to be more engaged in, and responsible for their learning.”

Our Schools and their Board Members

Academy for Business and Technology

(Elementary)
5277 Calhoun
Dearborn, MI 48126

Academy for Business and Technology

(Secondary)
19625 Wood
Melvindale, MI 48122

Board Members:

Renee Newman
Marvin Jennings Jr.
David Vincent
Belda Garza
Tammy Smith
Lynette Wright

Ann Arbor Learning Community

4377 Textile Road
Ypsilanti, MI 48197

Board Members:

Susan Uvick
Larry Berg
Rodger Verhey
Catherine Jones
Jeffrey Sorensen
Clement James Goebel III

Commonwealth Community Development Academy

13477 Eureka Road
Detroit, MI 48212

Board Members:

O. Richard Hamme IV
Curtis Robinson
Cynthia Smith
Solomon Spann III
Grace Vereen
Pamela Theriot

Detroit Public Safety Academy

1250 Rosa Parks Blvd.
Detroit MI, 48216

Board Members:

Rolanda Williams
Dieasree Curry
Kamal Cheeks
Danielle Lang
Hazel White
Kenneth Dettloff
Shawn Yates

Dr. Joseph F. Pollack Academic Center of Excellence

23777 Southfield Road
Southfield, MI 48075

Board Members:

Rodney Dent
Floyd Jean Webb
Jasmine Henry
Courtney Lockhart
Tina Poole
Denise Bennett

Global Tech Academy

1715 E. Forest Ave.
Ypsilanti, MI 48198

Board Members:

Rebecca Domegan
Theron Kersey
Samy Ali-Khodja
Franci Moorman
Adrian Iraola
Paula Kauffman

Grand Blanc Academy

5135 Hill Road
Grand Blanc, MI 48439

Board Members:

Felicia Carter
Angelo Powell
JoAnne McCann
Alyssa Stewart
Jennifer Kotwicki

Great Lakes Academy

46312 Woodward Ave.
Pontiac, MI 48324

Board Members:

Sandra Rolle
Ethan Vinson
Elaine Miller

Hope Academy

12121 Broadstreet
Detroit, MI 48204

Board Members:

Chedrin Chambers
Kenneth Davis
Leatrice Eagleson
Nanette DePriest
Mario Beasley
Angela H. Polk

New School High

4 Ann Arbor Road
Plymouth, MI 48170

Board Members:

Briana Sprague
Samuel Barresi
Joanne Lamar
Carey Gary
Richard McCoy

The James and Grace Lee Boggs School

4141 Mitchell Street
Detroit, MI 48207

Board Members:

Patrick Crouch
Lumas Helaire
Klotylda Phillippi
Thomas Nikundiwe
Soh Suzuki
Amber York

Woodley Leadership Academy

1300 Malzahn Street
Saginaw, MI 48602

Board Members:

Alan Crawford
Carlos McMath
Christopher Parker
Leon Burns

School Leaders Seminar Series

The Charter Schools Office organizes a series of seminars on the Eastern campus for school leaders. The goal of these meetings is to bring school leaders to learn together and to facilitate collaboration. Our office schedules presentations by the EMU charter schools staff and invited speakers to help develop understanding and stay informed of educational, legal and legislative developments. The group has a common interest in school leadership and educational best practices.

Time is set aside at each of these day-long sessions for participants to share information on current issues and innovative school programs. At each of these gatherings, the staff of the Charter Schools Office make presentations to update school leaders about legal developments, contract requirements and state of Michigan compliance rules and deadlines. The chart on the right lists the topics from this past year's seminar series.

Leadership Seminar Topics: 2018-2019

| | |
|-------------------|---|
| December 13, 2018 | Creating a Trauma-Informed Community |
| February 7, 2019 | Student Growth and Achievement: Connecting the Dots |
| March 13, 2019 | Leadership and You. Who are you? |
| May 15, 2019 | Edix Training |
| June 27, 2019 | Creating a Trauma-Informed Community |

Board Member Appreciation Event



Board members from several EMU charter schools visited the campus. They had a good time getting to know each other and relaxing with staff from the EMU Charter Schools Office. They also enjoyed watching an EMU men's basketball game.

EMU Charter School Student Population

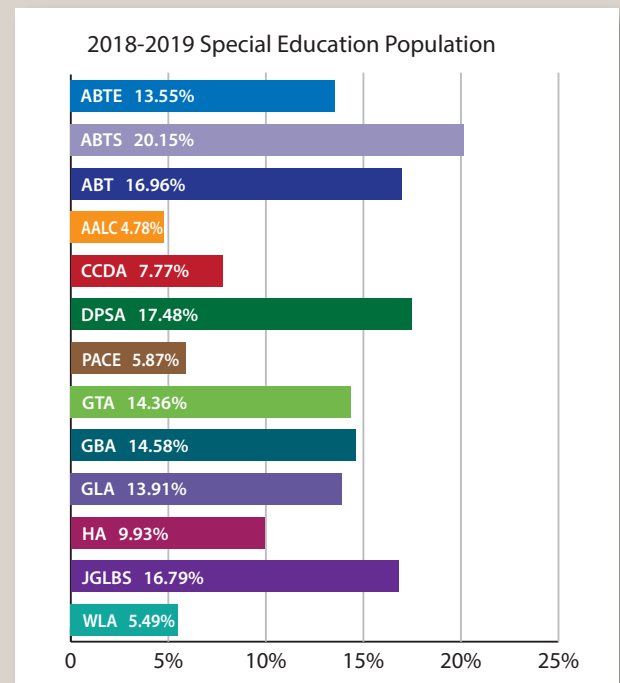
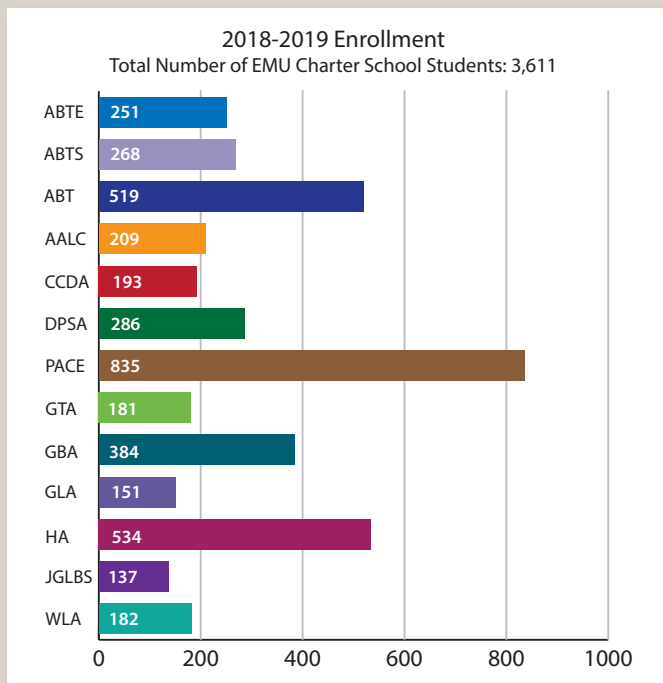
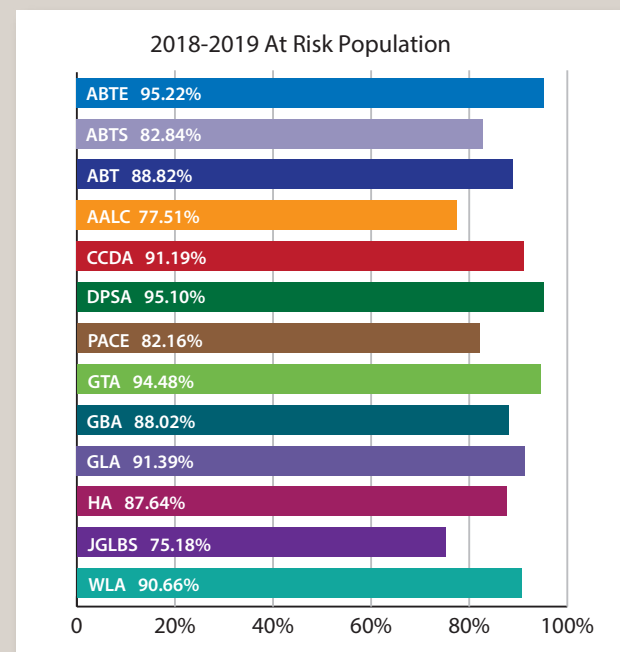


Chart Key

- ABTE:** Academy for Business and Technology Elementary
- ABTS:** Academy for Business and Technology Secondary
- AALC:** Ann Arbor Learning Community
- CCDA:** Commonwealth Community Development Academy
- DPSA:** Detroit Public Safety Academy
- PACE:** Dr. Joseph F. Pollack Academic Center of Excellence
- GTA:** Global Tech Academy
- GBA:** Grand Blanc Academy
- GLA:** Great Lakes Academy
- HA:** Hope Academy
- JGLBS:** The James and Grace Lee Boggs School
- WLA:** The Woodley Leadership Academy



Academy for Business and Technology Elementary

“Academic Success for All!”

The Academy for Business and Technology Elementary School (ABTE) is a school of choice in Dearborn, Michigan enrolling students in grades K-5. ABTE is fully accredited by AdvancEd and the North Central Association on Accreditation and School Improvement. The Academy offers a challenging curriculum which is aligned to the State of Michigan Standards.

The vision of ABTE is “Academic Success For All” and, as such, the goal is to provide the academic support system necessary to make this a reality for every student. This is accomplished by providing a safe, secure school culture, a Positive Behavior Intervention Support (PBIS) system, an English as a Second Language (ESL) program, tutoring for all grade levels, a summer academic camp and a structured Multi-Tier System of Supports (MTSS) program designed to bring all students to grade level achievement.

The MTSS program provides for placement testing of all students in reading and mathematics followed by periodic benchmark testing using the Northwest Evaluation

Association (NWEA) assessment. Students scoring below grade level are referred for additional support in mathematics and reading which takes place both inside and outside of the classroom. Regular progress monitoring is conducted to closely track improvement and make adjustments. Founded in 2003, ABTE continues to achieve its student educational objectives and to strive for its vision of Academic Success For All!

ABTE is proud to offer:

- **Highly Qualified Staff:** We have teachers that are highly qualified and dedicated. They go above and beyond for our students and families.
- **Multi-Tier-Systems of Support (MTSS):** Through the MTSS program we have a system in place to support students that are struggling academically and behaviorally.
- **Michigan School Safety Grant:** ABT was the recipient of the Michigan School Safety Grant. Through this grant we were able

to ensure that all of our exterior doors were secure as well as having cordless phones throughout the school.

- **Renovated School:** During the summer of 2018, we replaced all of the flooring in the classrooms and various districts around our school donated over 200 desks, 50 tables, 200 chairs, office furniture, and carpets.



Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and prepare 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.

According to survey results:

- Parents are very satisfied with their children’s academic progress.
- Parents are very satisfied with the academy’s teachers.
- Parents are very satisfied with the academy’s administrators.

Vital Statistics

- Years as a charter school: 16
- Total enrollment: 251
- Grades: K-5
- Student-teacher ratio: 12:1
- Percent of special education students: 14%
- Percent of at-risk students: 95%
- Percent highly qualified teachers: 100%

Academy for Business and Technology Middle & High School

The Academy for Business and Technology Middle and High School (ABT MS/HS) is a tuition free public charter school located in Melvindale, MI that serves 268 students in grades 6-12. Our school is accredited by the North Central Association. We offer a rigorous curriculum aligned to the State of Michigan standards that prepares students to be college and career ready. In addition to our core curriculum, we offer classes to create well-rounded students in the areas of business and STEM (Science, Technology, Engineering, and Mathematics).

At ABT MS/HS we operate with the foundational belief that all students can learn. We dedicate resources to supporting students both academically and socially. For example, we offer free after-school tutoring, school day academic and behavior support through our Multi-Tiered System of Support (MTSS)

program, social work services, and guidance counseling. By working with our various community partners, we also offer students a variety of experiences to learn, grow, and become productive citizens. This includes college fairs and tours, career day speakers, and field trip opportunities. We also offer several sports programs including football, softball, basketball and cheerleading.

ABT Middle/High School is proud of the following accomplishments:

- Implementing a robotics team that was able to compete in several competitions and increase the school's ranking at each competition.
- Exposing our students to several colleges and universities via campus tours such as:



Eastern Michigan University, Michigan State University, University of Michigan, Western Michigan University, Henry Ford Community College, Grand Valley State University, Wayne County Community College and Wayne State University.



“Obstacles may change your direction... but not your destination.”



Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and prepare 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.

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 22
- Total enrollment: 268
- Grades: 6-12
- Student-teacher ratio: 19:1
- Percent of special education students: 20%
- Percent of at risk students: 83%
- Percent highly qualified teachers: 100%

Ann Arbor Learning Community



“From the moment I walked into AALC, I knew this school was different. It was something I could see in the way the teachers spoke to the students, the way the students treated each other, and in the way the school leaders and teachers treated me as a parent.”

Ann Arbor Learning Community (AALC) opened as a K-8 school in 1998. In 2018-19 the academy was approved to expand enrollment to K-12 with a blended learning high school academy. Enrollment for 2018-2019 was 209 students. The student body is comprised of a variety of diverse social and economic backgrounds from Ann Arbor, Ypsilanti, and several surrounding communities.

Ann Arbor Learning Community is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning.

AALC is proud of the following accomplishments:

- Our school moved to a new location in Pittsfield Township: 4377 Textile Road, Ypsilanti, MI. Our new facility has given us a larger community area, a gymnasium, and a stage for future performances.
- Students in the middle school competed in the Michigan History Day competition. Students created intensive projects based on a theme. The 2018-19 theme was “Triumph and Tragedy.” One exhibit “The Italian Hall Mining Disaster” and two websites, “Women’s Suffrage” and “Frederick Douglas’s Life and Death” advanced to the state finals.
- Ann Arbor Learning Community expanded its academic offerings to include a blended learning high school academy.



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.

According to survey results:

- Parents are satisfied with their children’s academic progress.
- Parents are very satisfied with the academy’s teachers.
- Parents are very satisfied with the academy’s administrators.

Vital Statistics

- Years as a charter school: 21
- Total enrollment: 209
- Grades: K-8
- Student-teacher ratio: 17:1
- Percent of special education students: 5%
- Percent of at-risk students: 78%
- Percent highly qualified teachers: 100%

Commonwealth Community Development Academy

Commonwealth Community Development Academy (Commonwealth) was established in 1996 and just completed its 22nd school year! Commonwealth proudly serves a second generation of students, whose parents are alumni of Commonwealth and desire for their children to have the same quality educational experience they had as Commonwealth students. Our alumni are proud and grateful for their experience and are working together to continue our service to the community through fundraising and student recruitment efforts.

Since his retirement from Commonwealth, the founder Dr. Cullian W. Hill continues to support the school in financial and academic endeavors. He has established a productive partnership between his church—Greater Concord Missionary Baptist Church—and Commonwealth to engage in community outreach efforts such as: The Annual Back-

to-School Festival, advertising and marketing initiatives, as well as opportunities for students to perform at various community and cultural events.

Commonwealth Academy has established effective community partnerships with groups such as FOCUS Detroit, Junior Achievement, The University of Michigan Wolverine Pathways program and the Michigan Fitness Foundation. These partnerships help to extend project based learning activities beyond the classroom to include financial planning, earning academic scholarships for college, and maintaining physical fitness. These partnership opportunities provide students with resources such as one-on-one tutoring, clothing, food bags, and school supplies. Beginning August 2018, Commonwealth will add the Building Healthy Communities Initiative to a growing list of community partners.



“Commonwealth is the place I call my home.”

Commonwealth Academy is proud of the following accomplishments:

- Students continue to improve their learning experiences through project based learning, applying hands-on skills both inside and out of the classroom.
- School-wide projects and subject specific projects are an organic part of the Commonwealth educational experience.
- Parents attended enrichment workshops to learn strategies on how to support their student’s learning with regard to homework and projects. Parents also were very supportive of teachers and students through volunteer efforts such as classroom support, field trips, bus monitoring, playground monitors and

community service activities.

- Commonwealth partnered with FOCUS Detroit to provide school shoes and week-end food bags to students and families. FOCUS Detroit also provided the field trip to the Holy Dormition Orthodox Monastery in Rives Junction, MI, just outside of Jackson, MI.
- Commonwealth is an ambassador school for the “Success for All” reading reform model!



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.

According to survey results:

- Parents are very satisfied with their children’s academic progress.
- Parents are very satisfied with the academy’s teachers.
- Parents are very satisfied with the academy’s administrators.

Vital Statistics

- Years as a charter school: 23
- Total enrollment: 193
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of special education students: 8%
- Percent of at-risk students: 91%
- Percent highly qualified teachers: 100%

Detroit Public Safety Academy

The Detroit Public Safety Academy (DPSA) is a 6-12 secondary public school academy located in Detroit, Michigan. The 2013-2014 school year marked the first year of its charter with Eastern Michigan University beginning with an enrollment of 56 students. The school has since grown tremendously, boasting an enrollment of 286 students the 2018-2019 school year.

The founders of Detroit Public Safety Academy were concerned that urban students are traditionally under-represented in public safety careers. The academy offers technical assistance along with a rigorous curriculum and has established partnerships with local institutions such as Wayne County Community College and the Livonia Police Department.

A particular interest at DPSA is school-to-career readiness with a clear awareness of the ethical challenges facing law enforcement, fire



and emergency services. Character education is a part of the daily curriculum. Teachers emphasize the importance of ethics, integrity and honesty.

The academy has shown significant growth in both mathematics and ELA based on the EMU sponsored growth measure NWEA assessment. A partnership with the Livonia Police Department will give students the opportunity to be immediately employed by LPD as Police Service Aides while attending college and the police academy. Upon completion they will be hired as fully vested police officers.

DPSA is proud of the following accomplishments:

- Detroit Public Safety Academy graduated 65 seniors with the class of 2019 and each graduating senior had post-secondary placement.
- DPSA has over 50% of its tested students meeting their growth target on the NWEA in both ELA and mathematics.
- After 7 years of being in existence DPSA has its first group of graduates serving in public safety careers, 2 police officers, and 1 EMT.
- DPSA increased its performance on the M-STEP over the previous year, doubling the number of students proficient in English language arts.



“Detroit Public Safety Academy is a beacon of hope for children throughout the city of Detroit that is working to help those same children become agents of change and the protectors of our future. It’s real and it’s happening at DPSA.”



Mission Statement

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena.

Vital Statistics

- Years as a charter school: 6
- Total enrollment: 286
- Grades: 7-12
- Student-teacher ratio: 16:1
- Percent of special education students: 18%
- Percent of at risk students: 95%
- Percent highly qualified teachers: 100%

Dr. Joseph F. Pollack Academic Center of Excellence

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) opened its doors in the fall of 1999 as the Edison-Oakland Public School Academy in Ferndale, Michigan. In the fall of 2009, the school relocated to Southfield, Michigan and was renamed Dr. Joseph F. Pollack Academic Center of Excellence, after Dr. Joseph F. Pollack who served as the founding director of the Eastern Michigan University Charter Schools Office. The charter school currently serves 835 students in grades K-8. A majority of the academy's students reside in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the area of reading, teachers use the Wit & Wisdom curriculum and Evidence Based Literacy Instruction (EBLI). Wit & Wisdom explores specific topics at each grade level to develop depth of understanding and inspire curiosity. EBLI requires students

to master phonetic skills prior to making a transition to a literature-based program. Mathematics instruction is delivered through the Eureka Math/Engage New York mathematics curriculum. The reading and mathematics curricula are used at all grade levels to ensure continuity of instruction in grades K-8. In addition to the above-mentioned resources, extensive programs are offered in science, history, social science and foreign language.

At PACE Academy, we also strive to teach our students the tenets of being a positive, contributing member of society. For student character development instruction, we use "The Leader in Me" curriculum based on "The 7 Habits of Highly Effective People" by Stephen Covey. Our teachers also use a student centered approach as the foundation for teaching and learning. The PACE Academy approach blends research-based teaching

"At PACE we learn the freedom of responsibility, love and respect ourselves and others, lead by being positive examples and together achieve legendary greatness!"

methods with a warm and friendly environment that is nurturing, empowering and kind. Evidence of this success can be found in the positive reviews received from parents, students, and partners alike, and continuous academic improvement.

PACE Academy is proud of the following accomplishments:

- High student retention.
- Overall increase in student academic performance in mathematics & reading
- Award winning choir, band and sports teams.
- Increase in parent volunteerism.



Mission Statement

PACE Academy empowers students to realize their potential through meaningful educational opportunities and creates productive citizens in an ever changing world.

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are very satisfied with the academy's teachers.
- Parents are satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 20
- Total enrollment: 835
- Grades: K-8
- Student teacher ratio for grades 1-8: 18:1
- Student teacher ratio for Kindergarten: 21:1
- Percent of special education students: 6%
- Percent of at-risk students: 82%
- Percent highly qualified teachers: 100%

Global Tech Academy

We are successfully in our 6th year with an enrollment of 181 students. We have two priorities: the well-being and safety of our students and academic excellence. We strive to educate the whole child through innovative academic initiatives, technology, art experiences, music, physical education, and foreign language (Spanish). We also believe in the importance of character education throughout the entire school year. The staff at Global Tech Academy models respect, responsibility, appreciation, commitment, cooperation, creativity, curiosity, empathy, integrity, tolerance and perseverance so our students understand the value of knowledge and positive character.

We want to be a central part of our community, where families can get all the support they need to be successful. We have a parent resource room where parents have access to the internet and various resources, and we have also partnered with Food Gatherers so our families can receive free healthy food on

a monthly basis. At Global Tech Academy, excellence is intentional!

Global Tech Academy is proud of the following accomplishments:

- Global Tech has Early Release Fridays in which the students leave at 12:30 p.m. every Friday. This allows the teachers to have ongoing professional development, data and grade level team meetings, and teacher collaboration so they can improve and enhance their pedagogy.
- We are adding a social/emotional learning curriculum to better serve our students' emotional needs.
- Added monthly parent workshops to support and encourage parental involvement at home. Topics ranged from preventing summer learning loss to providing reading comprehension strategies.

“Global Tech Academy is an exceptional community-based school that prioritizes building core values, individual character traits, and academic excellence in each student within a safe and nurturing environment.

Excellence is intentional!”



Mission Statement

The school's mission is to “promote lifelong learning by nurturing academic excellence, positive character and appreciation of cultures.”

According to survey results:

- Parents are very satisfied with their children's academic progress.
- Parents are very satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 5
- Total enrollment: 181
- Grades: K-4
- Student-teacher ratio: 16:1
- Percent of special education students: 14%
- Percent of at risk students: 95%
- Percent highly qualified teachers: 100%

Grand Blanc Academy

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students in grades K-5. The school has grown to be a Pre-school through grade 8 building with an enrollment of 384 students in the 2018-2019 school year. Students in grades K-5 are offered classes in reading, language arts, mathematics, science, social studies, art and physical education. Middle School students have the opportunity to excel in reading, writing, mathematics, social studies, and science. Intervention teachers support needs in reading through the Reading Plus program and small group mathematics lessons. Art and physical education allow students to develop their physical and artistic sides.

Igniting growth, imagination, and dreams are the foundation of Grand Blanc Academy. Supporting the whole child's education is the most important goal of the school. Grand Blanc Academy staff strive to serve the children through student centered personal relationships that recognize the value of each and

every child in the school community. Rigorous lessons are varied to provide differentiated instruction. Intervention teachers support student learning and accelerate growth.

Grand Blanc Academy has the feel of a neighborhood school with a warm, friendly atmosphere and a welcoming environment. Many community partnerships have been developed such as an in-house Big Brothers and Big Sisters program, Caring Communities, Lapeer Correctional Facility, Threads for Treads, and other community organizations.

Grand Blanc Academy is proud of the following accomplishments:

- Grand Blanc Academy partnered with Disney and the Wharton Center. Students performed the student version of Aladdin after many hours of rehearsals. The performance was outstanding.
- We have expanded our after-school programs to include a partnership with Tapology and Pretty Positives. Pretty Positives teaches girls to be leaders and to uphold character in all they do. Tapology offers tap dancing classes that work with students on tap and performance.
- Grand Blanc Academy partnered with the Lapeer County Correctional Facility. The facility developed a program called GOALS—Guiding Our Adolescents to Live Successfully. This program is for seventh and eighth grade boys. The boys work on building character and learning to choose the right path in life by applying themselves to academics and life skills.
- Grand Blanc Academy has also partnered with Genesee Health Systems. GHS provides a mobile bus to work with



students and their families with social and emotional support.



“Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams.”



Mission Statement

Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams.

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are satisfied with the academy's teachers.
- Parents are satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 20
- Total enrollment: 384
- Grades: K-8
- Student-teacher ratio: 16:1
- Percent of special education students: 15%
- Percent of at risk students: 88%
- Percent highly qualified teachers: 100%

Great Lakes Academy

Great Lakes Academy is celebrating 22 years of service to the city of Pontiac. Great Lakes Academy began operations in the fall of 1997 as a K-3 school. The school added a grade level each year for the first five years, leading to the current configuration of providing a public education for 151 students in grades K-8. Great Lakes Academy's programming is built around the shared vision of educating children in a safe and nurturing environment. Great Lakes Academy is committed to giving every student the opportunity to be responsible for their academic success and to put them on the path to lifelong learning.

Great Lakes Academy is most proud of these achievements:

- Exceeded last year's scores in reading and math in the NWEA Assessment
- Talented, dedicated and highly qualified teachers
- Experienced school leader
- Chromebooks for every student
- PBIS school store
- School-wide field trips
- After school tutoring
- Summer school
- Smaller class size
- Extended learning day
- Full day kindergarten
- Peaceful learning environment
- Individualized learning path for each student



“Great Lakes Academy is committed to giving every student the opportunity to be responsible for their academic success and to put them on the path of lifelong learning. We want them to be proud of their accomplishments.”



Mission Statement

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

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 22
- Total enrollment: 151
- Grades: K-8
- Student teacher ratio: 20:1
- Percent of special education students: 14%
- Percent of at-risk students: 91%
- Percent highly qualified teachers: 100%

Hope Academy

Hope Academy began the process, promise and commitment to educate students in July, 1998, enrolling 288 students in kindergarten through 3rd grade. Presently, Hope Academy has an enrollment of 534 students in grades K-8. Each grade cluster contains 2–3 classes. Students in grades 4–8 are departmentalized. All Hope Academy teachers are certified and highly qualified.

To address the emergent academic needs of the students, the NWEA Assessment is administered three times a year to monitor students' progress. Teachers use data from M-STEP, NWEA, Early Literacy Benchmark Assessment, AIMS and local formative and summative assessments to drive instruction and increase student achievement.

To enrich the students' education, Hope Academy offers music, physical education, instructional technology, and science labs for both elementary and middle school students. As Hope Academy implements the Common Core State Standards (CCSS) in all academic classes, teachers of special subject and special education are responsible for including the CCSS in their lesson planning and classroom instruction. The Academy also offers intervention classes to meet the challenges of diverse

learners and special needs students. Programs are designed for students who exceed the standards consistently at Hope Academy. All Hope Academy students are challenged to reach greater heights.

Hope Academy continues to engage students in extracurricular activities to enhance their learning experiences. Our overall focus is to provide a well-rounded education that addresses the needs of the whole-child. In-school and after-school tutorial services include: academic games; Boy Scouts and Girl Scouts; basketball leagues for boys and girls; academic tutoring; Spanish; chess club; art; drama; Boys to Men male mentoring; and summer school programs.

Hope Academy is proud of the following accomplishments:

- Establishing a district-wide Multi-Tiered System of Support (MTSS). This includes a procedural guide for academics and behavior.
- Professional learning was impactful and included the 5 power strategies for improving student academic achievement: Reciprocal Teaching; Gradual Release Method; Cornell Notes; Close Reading; and Frayer Model vocabulary.
- All staff receiving on-going training in restorative practices and differentiated instruction.



“A restorative practices community where students are our priority”



Mission Statement

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

According to survey results:

- Parents are very satisfied with their children's academic progress.
- Parents are very satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 21
- Total enrollment: 534
- Grades: K-8
- Student-teacher ratio: 28:1
- Percent of special education students: 10%
- Percent of at-risk students: 88%
- Percent highly qualified teachers: 100%

The James and Grace Lee Boggs School

The James and Grace Lee Boggs School serves students in grades K-8 and is a community-based charter school on the East Side of Detroit. Our mission is to nurture creative, critical thinkers who contribute to the well-being of their communities. We approach that mission by using a model of place-based education. Place-based learning roots content area knowledge in the local history, culture, and heritage of the community of the school. Teachers encourage students to make a positive difference in their community. Place-based learning experiences at the Boggs School vary by grade and current events.

This commitment to learning via commu-

nity-building came from our mentors and namesakes, James and Grace Lee Boggs, long-time activists, philosophers, and writers who believed that the energy and learning of young people could be the answer to the problems we face in Detroit. They affectionately called our kids, "SOLUTIONARIES".

School Day

Our school day goes from 9am-4pm with breakfast, lunch, and dinner served daily. We also offer affordable, daily after-school programming from 4:30-6pm. Our class sizes range from 20 students (or less) in kindergarten to 25 students in the other grade levels. We have a stand-alone kindergarten with mixed age groupings from 1st-8th grade. We offer art, PE, and music and we have recess for 30 minutes a day for each grade level.

With dedicated teachers and support from partner organizations, the Boggs School offers rich and varied academic and extracurricular experiences that bring the joy back to learning! These organizations include: The Boggs Center to Nurture Community Leadership, Earthworks Farm, Southeast Michigan Stewardship Coalition, 826 Michigan, the Inside-Out Literary Arts Program,



People in Education, Detroit Children's Choir, MOSAIC Youth Theatre, and the Wayne State University Math Corps Program.

The Boggs School is proud of the following accomplishments:

- One of our original teachers, Ms. Jasmine, who left in 2015 to pursue her counseling degree, returned last year to become our school's mental health counselor with the help of 31a funds.
- Both of our elementary soccer teams were the Eastside PAL league champions.
- The school principal, Julia Putnam, was asked to be a keynote speaker at the University of Michigan's MLK Day Symposium event.



"The first thing that struck me about Boggs was that it was a safe place for all children to be free."



Mission Statement

Our mission is to nurture creative, critical thinkers who contribute to the well-being of their communities.

According to survey results:

- Parents are very satisfied with their children's academic progress.
- Parents are very satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

- Years as a charter school: 6
- Total enrollment: 137
- Grades: K-7
- Student-teacher ratio: 30:1
- Percent of special education students: 17%
- Percent of at-risk students: 75%
- Percent highly qualified teachers: 100%

Woodley Leadership Academy

The Woodley Leadership Academy in Saginaw was authorized by Eastern Michigan University Board of Regents and opened its doors in the fall of 2018. The charter school was spearheaded by LaMarr Woodley, former All-American at the University of Michigan and Superbowl 2009 champion with the Pittsburgh Steelers.

The Academy's initial enrollment was in grades K-5. Each year another class will be added until it reaches the K-8 maximum as approved by EMU.

In addition to the required curriculum from the state of Michigan, the school will focus on developing leadership skills and character education. Support for the success of the students at the academy will implement the following best practices:

- Personalized learning
- Group projects and small group instruction
- Individual tutoring in all academic subjects
- Strong remediation and enrichment programming
- Partnerships with national and Saginaw community organizations



Woodley Leadership Academy is proud of the following accomplishments:

- Phase 1 of the Reader in Me program was successfully implemented for all grades.
- The Academy partnered with several community organizations and businesses for monthly speakers. Topics were chosen to align with the leadership focus of our school.
- The Academy saw growth for grades K-2 in reading and mathematics on the MAP assessment.
- The first annual LaMarr Woodley Summer Football Camp was held in August of 2018.



Mission Statement

Empowering students to achieve their full potential.

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are very satisfied with the academy's teachers.
- Parents are very satisfied with the academy's administrators.

Vital Statistics

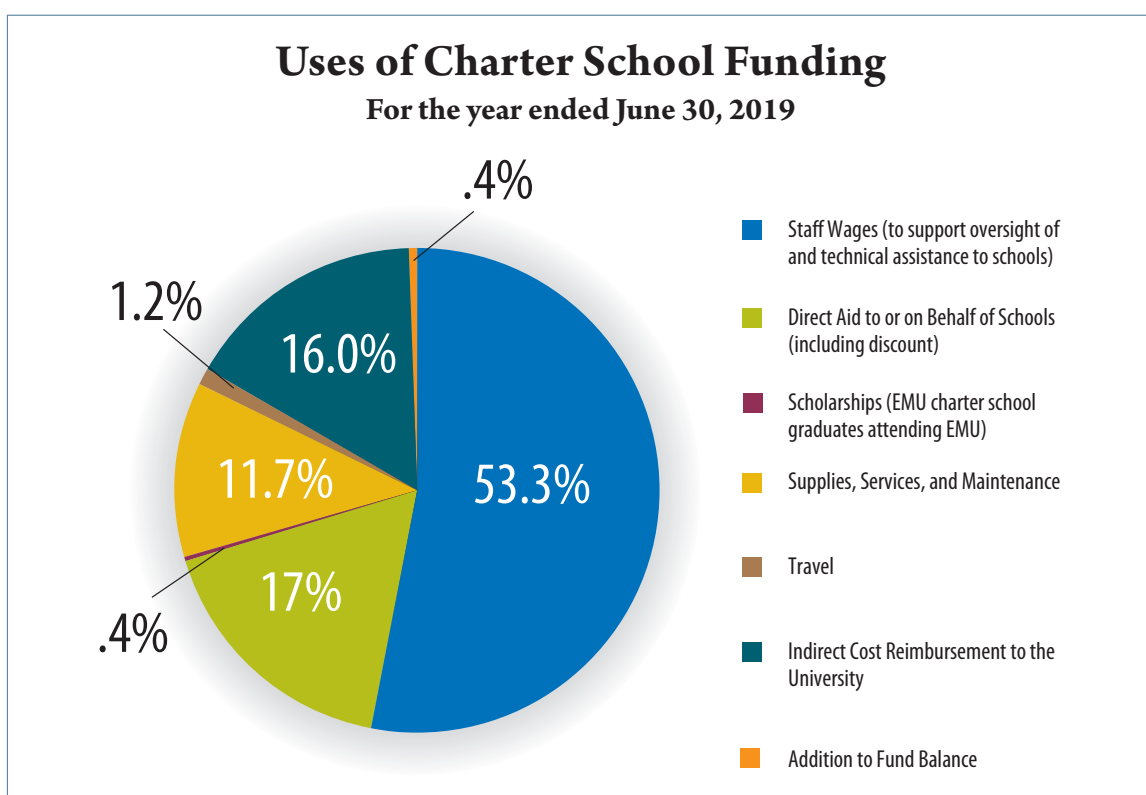
- Years as a charter school: 1
- Total enrollment: 182
- Grades: K-8
- Student-teacher ratio: 20:1
- Percent of special education students: 6%
- Percent of at-risk students: 91%
- Percent highly qualified teachers: 100%

EASTERN MICHIGAN UNIVERSITY

Charter Schools Administration Financial Report

For the years ended June 30, 2019 and June 30, 2018

| | 2019 | 2018 |
|---|----------------------|-------------------------|
| Appropriations Received (Michigan State School Aid) | \$27,349,844 | \$24,817,287 |
| Appropriations Disbursed | 26,512,074 | 24,044,209 |
| Eastern Michigan University Administrative Fee, Net of Discount | 837,770 ¹ | 773,078 |
| Other Revenue | 5,370 ² | 3,734 |
| Total Revenue | 843,140 | 776,812 |
| Operating Expenses | 839,448 ³ | 837,519 ⁴ |
| Surplus/(Deficit) | \$3,692 | \$(60,707) ⁵ |



¹ The University's administrative fee increased approximately \$64,700 in 2019 over 2018. The increase resulted from a combination of membership increase and foundation allowance increase. With the addition of high school grades 9-12 at Ann Arbor Learning Community and the opening of The Woodley Leadership Academy in Saginaw, membership increased 167 blended FTE's. The state foundation allowance increased \$240 per FTE. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² The University was reimbursed by the state a portion of its cost of providing an analytic tool to its authorized academies.

³ In the 2018-2019 school year, 3,611 students were enrolled in EMU's eleven authorized charter schools, with a blended FTE state aid membership of 3,578.84. The operating budget included a director, associate director, administrative assistant, accountant, part-time attorney and student assistant. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$152,550 of indirect

cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$162,565 in financial assistance as demonstrated in the accompanying table.

⁴ In the 2017-2018 school year, 3,417 students were enrolled in EMU's ten authorized charter schools, with a blended FTE state aid membership of 3,412.22. The operating budget included a director, associate director, administrative assistant, accountant, part-time attorney and student assistant. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$149,700 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools provided staff and board professional development, achievement testing, student performance measurement and student enrichment totaling \$60,907. Discounts for schools totaled \$99,831.

⁵ The 2017-2018 deficit was planned, drawing on fund balance reserve.

EASTERN MICHIGAN UNIVERSITY

Direct Financial Assistance to Chartered Schools

Fiscal Year 2018 - 2019

| SCHOOL | ACADEMIC TESTING | AUTHORIZER DISCOUNT | OTHER | TOTAL |
|---|------------------|---------------------|-----------------|------------------|
| Academy for Business and Technology | \$3,733 | \$15,802 | \$3,372 | \$22,906 |
| Ann Arbor Learning Community | 1,422 | 550 | 2,712 | 4,684 |
| Commonwealth Community Development Academy | 982 | 5,913 | 3,045 | 9,941 |
| Detroit Public Safety Academy | 4,216 | 15,171 | 1,989 | 21,376 |
| Dr. Joseph F. Pollack Academic Center of Excellence | 2,714 | 21,067 | 4,013 | 27,795 |
| Global Tech Academy | 762 | 6,179 | 2,636 | 9,577 |
| Grand Blanc Academy | 3,452 | 11,652 | 3,076 | 18,181 |
| Great Lakes Academy | 520 | 13,741 | 2,550 | 16,811 |
| Hope Academy | 1,412 | 14,443 | 3,394 | 19,250 |
| The James and Grace Lee Boggs School | 877 | 3,452 | 2,552 | 6,881 |
| Woodley Leadership Academy | 272 | 3,752 | 1,141 | 5,165 |
| GRAND TOTAL | \$20,362 | \$111,723 | \$30,480 | \$162,565 |

| REASON | AMOUNT |
|---|------------------|
| Authorizer Discount | \$111,723 |
| Academic Testing | 20,362 |
| Student Performance Measurement | 9,750 |
| Data Analytics Program | 7,528 |
| Student Enrichment/Entrepreneurship | 7,933 |
| Professional Development/EMU Administrator Workshops | 4,007 |
| Board Training, Enrichment and Other | 938 |
| Professional Development/Continuing Education and Other | 325 |
| GRAND TOTAL | \$162,565 |

Our Values

High Standards • Equity • Diversity
 Relationships • Continuous Improvement
 Transparency



For the 17th consecutive year, Eastern Michigan University has been rated as one of the best colleges in the Midwest, according to The Princeton Review. The nationally known education services company recommends Eastern as one of 159 institutions in 12 Midwestern states in its list for 2020.

Founded in 1849, Eastern is the second oldest public university in Michigan. It currently serves more than 18,000 students pursuing undergraduate, graduate, specialist, doctoral and certificate degrees in the arts, sciences and professions. In all, more than 300 majors, minors and concentrations are delivered through the University's Colleges of Arts and Sciences; Business; Education; Engineering and Technology; Health and Human Services; and, its graduate school.

Board of Regents

James Webb
Chair

Michelle Crumm
Vice Chair

Dennis M. Beagen

Michael Hawks

Eunice Jeffries

Rich Baird

Alexander Simpson

Mary Treder Lang, CPA, CGMA

Executive Officers

James M. Smith, Ph.D.
President

Rhonda Longworth, Ph.D.
Provost and Executive Vice President

John Donegan
Vice President, Operations and Facilities,
Physical Plant

Leigh Greden
Chief of Staff

Bob Heighes
Executive Director, Public Safety

Walter Kraft
Vice President, Communications

Kevin Kucera
Vice President, Enrollment Management

Lauren London
General Counsel

Vicki Reaume

Vice President and Secretary, Board Of Regents
Interim Vice President, Government Relations

William Shepard

Vice President, Advancement,
Executive Director, EMU Foundation

David Turner

Vice President, Human Resources

Mike Valdes

Chief Financial Officer

Scott Wetherbee

Vice President and Director Intercollegiate
Athletics

Ron Woody

Chief Information Officer

EASTERN MICHIGAN UNIVERSITY®



Charter Schools Office Eastern Michigan University

Dr. Malverne C. Winborne, Director
310 Porter, Ypsilanti, Michigan 48197
Ph. 734-487-2086
mwinborne@emich.edu
www.emich.edu/charterschools