

# SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



## **Electronic Application Process**

Applicants are **required** to complete and submit the application, including all required attachments to:

[chapmang1@michigan.gov](mailto:chapmang1@michigan.gov)

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

## **Contact Information**

All questions related to the preferred provider application process should be directed to:

Gloria Chapman  
Consultant  
Office of Education Improvement & Innovation

OR

Louretta Cunningham-Powell  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 373-4226

Email: [chapmang1@michigan.gov](mailto:chapmang1@michigan.gov)

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

<b>Exemplar</b>	<b>Total Points Possible</b>
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.**

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1    15 points
- Section 2    10 points
- Section 3    10 points
- Section 4    10 points
- Section 5    10 points
- Section 6    10 points    Section 6 must be completed by all applicants.

## APPLICATION OVERVIEW

**The Application is divided into four sections.**

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<b>1. Federal EIN, Tax ID or Social Security Number</b>		<b>2. Legal Name of Entity</b>			
38-3257060		Communities In School of Metropolitan Detroit			
<b>3. Name of Entity as you would like it to appear on the Approved List</b>					
Community In Schools of Metropolitan Detroit					
<b>4. Entity Type:</b>		<b>5. Check the category that best describes your entity:</b>			
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input checked="" type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
<b>6. Applicant Contact Information</b>					
Name of Contact Sonja Allen		Phone 313-571-3402		Fax 313-571-3404	
Street Address 5575 Conner, Ste 205		City Detroit		State MI	Zip 48213
E-Mail sonjaallen@cisdetroit.org		Website www.communitiesinschoolsdetroit.org			
<b>7. Local Contact Information (if different than information listed above)</b>					
Name of Contact		Phone		Fax	
Street Address		City		State	Zip
E-Mail		Website			
<b>8. Service Area</b>					
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.					
<input type="checkbox"/> Statewide					
Intermediate School District(s):		Name(s) of District(s): Detroit Public Schools, Ecorse Public Schools, Education Achievement Authority, Ypsilanti Community Schools			

## 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: \_\_\_\_\_

In what capacity are you employed or do you serve (position title): \_\_\_\_\_

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

### **IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

## **SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

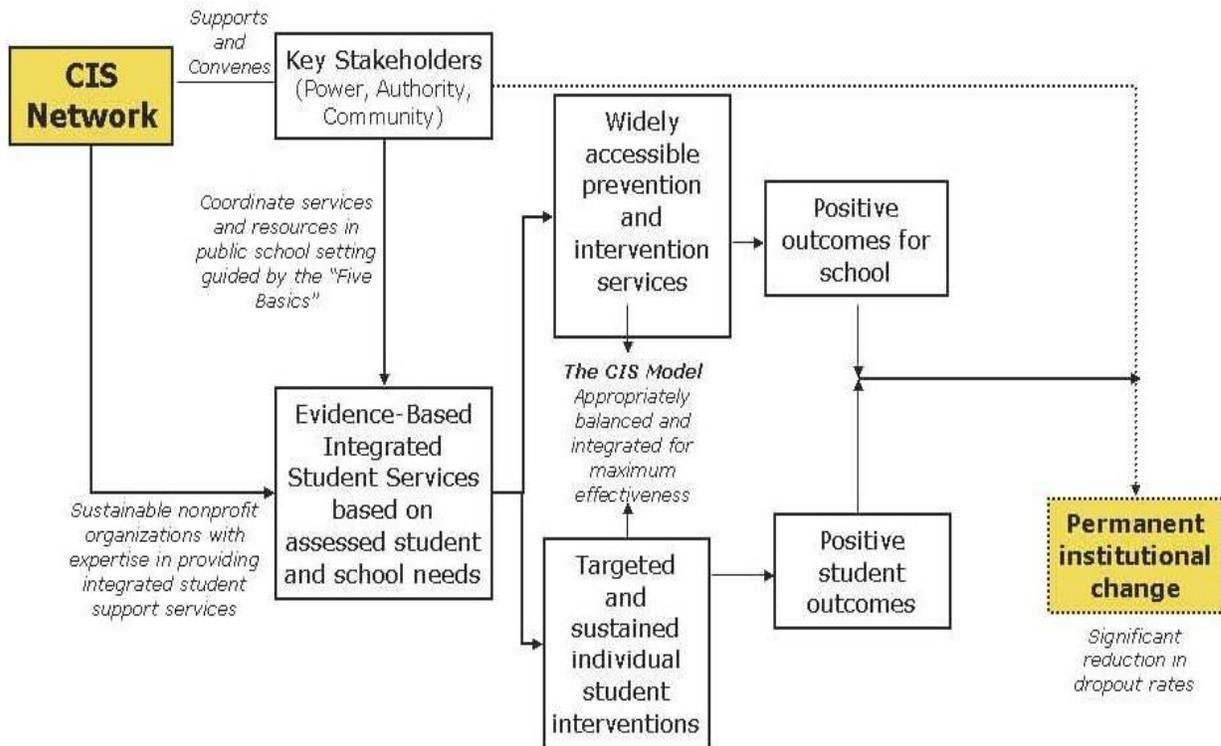
### **Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

## CIS Theory of Change



**CIS Network** : Locally sustainable CIS affiliates, strong state offices, and the CIS national office work in concert to promote success across the network with a focus on local impact.

1. The CIS Network supports and convenes **Key Stakeholders** and builds strong nonprofit organizations
  - a. At each level (local, state and national), CIS builds community by convening the appropriate stakeholders and supports the goals of the school system and other authorities. The stakeholders required to effect systemic change are drawn from the community and centers of power and authority such as government, business, and school systems.
  - b. CIS also builds highly effective and sustainable nonprofit organizations with expertise in supporting and providing integrated student support services.
  - c. Working with key stakeholders and supported by state and national offices, local CIS affiliates coordinate services and resources in public schools, guided by the CIS “five basics”. The CIS expertise in integrated student support services, the longevity of CIS nonprofit organizations, and the engagement of key stakeholders results in:

### 3. Evidence-Based Integrated Student Support Services based on

**Assessed School and Student Needs** CIS structures programmatic and other initiatives based on site level needs assessment and coordination with school level priorities. CIS is committed to achieving a defined set of student outcomes

and to using practices shown through research to be effective in achieving these outcomes for students. These resources and services are delivered by implementing the CIS model which

promotes an appropriately balanced mix of prevention and intervention resources and services for maximum school level and student level outcomes

4. **Widely accessible prevention and intervention services** (Level One Services) are accessible to any students at a CIS site, and they typically have short-term durations of a few hours or days. Level One resources and services are often provided or brokered to help address school-wide needs or to build and reinforce student assets. Examples include providing clothing, school supplies, healthy snacks, coordinating anti-bullying workshops and career fairs, bringing in health care professionals to conduct annual screenings and providing short-term counseling in crisis situations.
5. **Targeted and sustained individual interventions** (Level Two Services) are resources and services targeted for specific students who are enrolled in a CIS initiative with identified dropout risk factors such as poor academic performance, poor attendance or frequent misbehavior. These resources and services are sustained interventions lasting several weeks, months or possibly years. Some examples of these long-term services include tutoring, mentoring and case management.

The appropriate delivery of both Level One and Level Two Services, based on needs assessment and proven effectiveness, results in:

- **Positive Outcomes for School**  
With full implementation of the CIS model and appropriate saturation within a site, the same positive outcomes for students will be evidenced school wide.
- **Positive Student Outcomes**  
CIS demonstrates improvement in a number of key outcomes including behavior, suspensions, attendance, academic performance, promotion rates and graduation rates.
- **Permanent Institutional Change**  
Permanent institutional change will be achieved when community-based integrated student support services are no longer seen as an “extra” or special program within a school, but is accepted as a full and seamless component of the school system strategy. With this level of implementation and acceptance, the result will be a significant reduction in the dropout rate.

## **The CIS Model**

How does CIS translate its Theory of Change into practice to bring about needed changes at school sites and in the lives of students? The answer lies in a simple yet highly effective model for delivering integrated, evidence-based services to address school and individual student level needs. The process is cyclical, with the evaluative information from one year being used as part of data-driven decision making for the next year of implementation. The key elements of the CIS Model include:

### **1. CIS Site Team**

The CIS site team is led by a CIS site coordinator responsible for planning and managing all CIS operations at the site. The site coordinator works closely with school administrators, staff and teachers in this effort. The remaining part of the team may include varied combinations of additional CIS staff, based on CIS site operations.

## **2. Annual Needs Assessment**

Each year CIS identifies needs based on multiple sources of data. These may include data collected by school districts and schools as part of overall school improvement initiatives, surveys and discussions with staff, parents and students and evaluation results from the previous year. Needs are prioritized in consultation with school administrators and are used as the foundation for site operations planning.

## **3. Annual Site Operations Planning**

Each year the CIS site team develops a comprehensive site operations plan to address identified needs. The plan includes measurable objectives, as well as procedures for delivering Levels One and Two services, monitoring and adjusting services and evaluating and reporting services.

## **4. Delivery of Evidence-Based Services**

According to the site operations plan, widely accessible Level One services are provided to address identified school-wide needs or to build and reinforce student assets. Targeted and sustained Level Two services are provided for specific students who are identified as having the greatest risk of eventually dropping out of school. Level Two Services are provided based on individualized assessments and plans. CIS Total Quality System standards define the frequency and saturation levels of services required for full implementation of the CIS Model.

## **5. Monitoring and Adjusting Services**

According to the site operations plan, the CIS site team regularly monitors and adjusts services as needed to maximize effectiveness and impact. The team also provides regular progress reports to school and affiliate leadership.

## **6. Evaluating the Effectiveness of Service**

According to the site operations plan and the affiliate's uniform data collection system, the CIS site team implements a systematic data collection plan to evaluate the effectiveness of services on achieving school-wide goals and addressing the needs of individual students.

## **7. Annual Reporting**

The CIS site team provides annual end-of-year reports to school and affiliate leadership. These reports are instrumental in planning site services for the following year, as well as contributing to affiliate level reports for partners, the state office (if appropriate) and the national service.

A CIS coordinator will assess the student for the support systems needed, set goals for support services, connect services with the student and monitor progress toward the achievement of pre-determined goals related to one or more of the following: increasing graduation rate, decreasing dropout rate, improving school behavior, decreasing suspensions, decreasing high-risk behavior, increasing promotion rate, improving attendance, academics, attitude and commitment. Regular monitoring, reevaluation and service redirection is documented.

The CIS model is intended to support the school improvement plan. The CIS coordinator will identify and connect community resources with the student body within the context of the plan to meet identified school-wide needs.

***Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement***

Student achievement is documented using the CIS Data Management system.

***Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability for student achievement***

The CIS Director and Site Managers utilize ongoing contact and communication with the Superintendent, Principal, and CIS staff to monitor and evaluate CIS service provision. District CIS staff meet regularly to assess and measure performance by reviewing the CIS Data and redirecting services as needed.

***Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to building school improvement plan***

The CIS model is intended to support the school improvement plan. The CIS coordinator identifies and connects community resources with individual students based on their prescribed need for improvement in school behavior and academics as well as connecting community resources with the student body within the context of the school improvement plan to meet identified needs. The CIS Director and Site Manager along with the CIS staff regularly update teaching staff on the CIS model and its outcomes.

**Exemplar 2: Use of Scientific Educational Research**  
**(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

**Exemplar 2 Narrative Limit: 3 pages (insert narrative here)**

The Communities In Schools national office completed the school-level studies which are a major component of the National Evaluation designed to provide hard evidence that integrated student services provided by CIS result in positive school outcomes.

In January 2008, ICF International concluded a school-level analysis that features a comparison study of CIS and non-CIS schools on relevant outcomes such as dropout and graduation rates, and reading and math proficiency. Case studies will complete the school-level analysis.

The school level results provide the first external, empirical affirmation of the relationship between integrated student services and school-wide outcomes. Further, results show that it is specifically CBISS-CIS' unique approach to implementing coordinated services—that yields the strongest outcomes.

ICF surveyed 1,700 CIS schools to determine the level of CIS implementation of the CIS model taking place at each school. The schools were then given a score from 1-100, based on their degree of fidelity to components of the **CIS Model**. When scores were correlated with school-level outcomes, the cohort of sites scoring 70 or higher showed the most positive outcomes. This established the relationship between outcomes and the level of implementation of the **CIS Model**. The group (referred to as “high implementers”) represents 47 percent (710) of the sample sites. The remaining sites (808) are implementing the **CIS Model** to a lesser degree and are referred to as “partial implementers.”

To determine whether the positive student outcomes could be attributed solely to the implementation of the **CIS Model**, 610 schools were matched against 610 comparison schools. The results that follow reflect the outcomes achieved by the subset of high-implementing sites and the comparison schools. The high-implementer group closely approximates the baseline of excellence that will be achieved when all affiliates in the CIS network are accredited through the **Total Quality System** process. Their results accurately reflect the outcomes anticipated by high fidelity to the **CIS Model**.

### **Findings**

The findings build on a growing body of research that establishes the indispensable role that community-based integrated student services (CBISS) can play in helping schools, particularly (though not exclusively) those that are low-performing, with a high population of students at risk of dropping out.

The CIS study establishes three important facts.

1. Compared to dropout prevention programs with scientifically-based evidence and listed in the *Department of Education's What Works Clearinghouse*, Communities In Schools is one of a small number to prove it keeps students in school and the only one proven that it increases graduation rates, graduating students on time with a regular diploma.
2. When implemented with high fidelity, the **CIS Model** results in a high percentage of students reaching proficiency in fourth- and eighth-grade reading and math, than comparison schools during the same time period.
3. Effective implementation of the **CIS Model** of integrated student services correlates more strongly with positive school-level outcomes than does the uncoordinated provision of services alone.

## Locally

CIS of Metropolitan Detroit has been utilizing the CIS Data tracking system for the past four years to help evaluate the effectiveness of the services provided in the partner schools. In the 2013-2014 school year CIS of Metropolitan Detroit tracked data in nine comprehensive\* school sites and thirteen developing\* school sites.

At least 9,333 students received at least one service throughout the school year as identified by the needs assessment conducted in the beginning of the school year. There were 736 students who received services as defined by a service plan and tracked throughout the school year.

Of the 736 students tracked, 163 made a goal to improve in attendance and 140, or 86% met their goal to improve in attendance. Of the 166 students who made a goal to improve their behavior, 129, or 78% met their goal. Of the 267 students who made a goal to improve their academic performance, 221 or 83% met their goal. Of those 210 students who made a goal to improve their attitude/commitment 182 or 87% met their goal. Of the 736 students tracked, 574 were promoted and 88 graduated 12<sup>th</sup> grade, for a promotion/graduation rate of 90%. The data is summarized below by school district.

*\*Comprehensive School Sites are those where CIS has been providing services for at least two years. Developing School Sites are those where CIS has been providing services for less than two years.*

### Communities In Schools of Metropolitan Detroit End of Year Report 2013-2014 School Year

	Total	Detroit Public Schools	EAA	Ecorse Public Schools	Ypsilanti Public Schools
<b>#students Level One*</b>	9333	6483	1014	1044	792
<b># students Level Two</b>	736	470	184	27	55
<b># Met Attendance</b>	140	113	18	19	0
<b># Met Behavior Goal</b>	129	84	32	13	0
<b># Met Academic Performance Goal</b>	221	164	42	12	3
<b># Met Attitude/Commitment Goal</b>	182	79	35	17	51
<b># Promoted</b>	574	454	63	30	27
<b># Graduated from 12<sup>th</sup> Grade</b>	88	34	37	N/A	18

*\*Level One Services – Widely accessible prevention activities available to any students at a CIS site and typically have short-term durations of a few hours or days. These services are documented by number of students participating.*

*\*\* Level Two Services – Targeted services for specific students (goal is 10% of the student body in comprehensive sites, 5% of student body in developing sites) who are enrolled in CIS and typically have a case file and case plan. These services are sustained intervention activities lasting several weeks or months. Level Two services are tracked indicating the progress made towards accomplishing individual goals or outcomes.*

CIS of Metropolitan Detroit provided over 11,000 hours in student supportive services as identified by the Needs Assessments Surveys completed at the beginning of the school year. The chart below delineates the services by category and value.

Service Category	# of Hours	# of Services	Service Value
Professional Physical Health	371	28	\$34,760.00
College Career Preparation	447	47	\$41,369.00
Professional Mental Health	79	5	\$4,091.40
Basic Needs/Resources	3717.5	124	\$286,928.10
Family Engagement/Strengthening	280.5	33	\$16,435.62
Academic Assistance	2777.3	86	\$106,509.00
Community Service	601.5	35	\$35,112.00
Behavior Interventions	2606.9	149	\$131,649.28
Life Skills/Social Development	609.5	62	\$47,090.01
<b>TOTAL</b>	11,490.2	569	\$700,421.73

**Exemplar 3: Job Embedded Professional Development**  
**(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff

**Exemplar 3 Narrative Limit: 2 pages (insert narrative here).**

The CIS School Site Coordinators are encouraged to become part of the school staff so that they will be included in any and all training, workshops and staff meetings as appropriate. This involvement enables CIS staff to not only be included in the staff training, but to provide their input as trainings and meetings are conducted. If in the process of assessing needs and available resources, it is necessary to educate the entire school staff on a program or effort, the CIS staff will provide adequate staff training. This training would be provided by CIS staff or by the agency/program providers as appropriate.

The CIS School Site Coordinators file a monthly report to the administrative office indicating accomplishments made toward the goals set at the beginning of the school year. The site coordinators are expected to attend monthly meetings where best practices are shared and resources disseminated. Additionally, monthly site visits by the CIS Administrative staff are conducted to assess staff progress in assisting students to meet their individual goals, as well as accomplishment toward school-wide goals and to assist with problem solving. Student data assessment is monitored quarterly and adjustments to programming are made as necessary. Regular email and phone correspondence between the site staff and administrative staff is encouraged and expected.

**Exemplar 4: Experience with State and Federal Requirements  
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 ( differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

It is the intent of CIS to work within State and Federal guidelines. It is imperative that CIS become part of the entire school-wide plan—not independent of it. As such, the various benchmarks, GLCE's, HSCE's, and Curricula are supported by CIS staff as they connect community services with students based on their needs identified by these various requirements for student success. Specific experience is listed below:

### **Aligning model (s) to be implemented with the School Improvement Framework**

Utilizing the CIS model with fidelity assures that it will be aligned with the School Improvement Framework.

### **Understanding of Title 1 (Differences between Targeted Assistance and School-Wide)**

As Title 1 is defined, National CIS guidelines require CIS of Metropolitan Detroit to work with Targeted Assistance and School-Wide student needs as defined.

**Widely accessible prevention and intervention services** (Level One services) are accessible to any students at a CIS site and they typically have short-term durations of a few hours or days. Level one resources and services are often provided or brokered to help address school-wide needs or to build and reinforce student assets. Examples include providing clothing and school supplies, coordinating school-wide events such as anti-bullying workshops, career fairs, bringing in health care professionals to conduct annual screenings and providing short-term counseling in crisis situations.

**Targeted and sustained individual student interventions** (Level Two services) are resources and services targeted for specific students who are enrolled in a CIS initiative, with identified dropout risk factors such as poor academic performance, poor attendance, or frequent misbehavior. These resources and services are sustained interventions lasting several weeks, months or possibly years. Some examples of these long-term services include tutoring, mentoring and case management.

The appropriate delivery of both Level One and Level Two services, based on needs assessment and proven effectiveness.

The CIS model requires that Extensive experience with the CIS model which includes the development of specialized services based on individual student need (such as one-one-one tutoring) and School-Wide services based on school-wide needs (such as district-wide school supply drive)

### **State assessments—Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)**

#### **Michigan Grade Level Content Expectations (GLCE's)**

In planning the goals for the school year, CIS staff will utilize the School Improvement Plan including the required GLCE's to plan services. An example would be planning and after school activity to be in line with a certain grade level GLCE or **Michigan High School Content Expectations (HSCE's), Michigan Merit Curriculum, Michigan Curriculum Framework.**

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application

**Section 504 of the Individuals with Disabilities Education Act (IDEA)**

It is the intent of CIS to serve all students regardless of disability. Two CIS sites are Detroit Public Schools for special needs student. Whether the students with special needs are in these schools or in traditional schools sites, they receive the same services. Students are referred to CIS based on school behavior, suspensions, high risk behavior, promotion rated, attendance, academics or school attitude and commitment. CIS staff will assess the referral, develop a student plan for eligible students and follow up on that plan until the student meets their goal.

### **Exemplar 5: Sustainability Plan**

**(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

**Exemplar 5 Narrative Limit:** 2 pages (insert narrative here)

It is the intent of CIS, its staff, local coordinator, and school site team members to work alongside the school districts to develop a sustainability plan.

Each year CIS identifies needs based on multiple sources of data. These may include data collected by school districts and schools as part of overall school improvement initiatives, surveys and discussions with staff, parents and students, and evaluations results from the previous year. Needs are prioritized in consultation with school administrators and are used as the foundation for site operations planning.

The CIS model intentionally supports the school improvement plan. CIS structures programmatic and other initiatives based on site level needs assessment and coordination with school level priorities. The CIS coordinator identifies and connects community resources with the student body within the context of the plan to meet identified individual and student and school-wide needs.

Student achievement is documented using the CIS Data Management System. The CIS model is one which can evolve and change with the needs of the school district. It is a MODEL as opposed to a program that will meet the needs of individual students and the school body as a whole.

Upon connection of community resources with the district and student needs, the CIS coordinator in the building creates relationships with community members, donors, corporations, local agencies, etc. Those connections coupled with the results produced by student success will generate additional support for Communities In Schools.

As CIS of Metropolitan Detroit is non-profit organization, funding comes from various local grants and from the community through fund-raising efforts. Since the intent of CIS is to serve the students most at risk, Title 1 funding can be utilized for staffing. The need for CIS staff continuation will be demonstrated by the success shown by the students served.

Local community partners who see that they can better perform their jobs because there is a CIS Coordinator on site will also be encouraged to include CIS in the process in the grants they write.

Both CIS and school staff will be able will be able to include student outcomes in grants written using the data collected from the results of the CIS process. CIS of Metropolitan Detroit provided over 11,000 hours in services to students at a combined value of over \$700,000.

Service Category	# of Hours	# of Services	Service Value
Professional Physical Health	371	28	\$34,760.00
College Career Preparation	447	47	\$41,369.00
Professional Mental Health	79	5	\$4,091.40
Basic Needs/Resources	3717.5	124	\$286,928.10
Family Engagement/Strengthening	280.5	33	\$16,435.62
Academic Assistance	2777.3	86	\$106,509.00
Community Service	601.5	35	\$35,112.00
Behavior Interventions	2606.9	149	\$131,649.28
Life Skills/Social Development	609.5	62	\$47,090.01
<b>TOTAL</b>	<b>11,490.2</b>	<b>569</b>	<b>\$700,421.73</b>

**Communities In Schools of Metropolitan Detroit  
End of Year Report  
2013-2014 School Year**

	<b>Total</b>	<b>Detroit Public Schools</b>	<b>EAA</b>	<b>Ecorse Public Schools</b>	<b>Ypsilanti Public Schools</b>
<b>#students Level 1*</b>	9333	6483	1014	1044	792
<b># students Level 2</b>	736	470	184	27	55
<b># Met Attendance</b>	112	90	14	8	0
<b># Met Behavior Goal</b>	126	82	32	12	0
<b># Met Academic Performance Goal</b>	190	141	37	10	2
<b># Met Attitude/ Commitment Goal</b>	170	74	32	16	48
<b># Promoted</b>	511	403	57	27	24
<b># Graduated from 12<sup>th</sup> Grade</b>	86	31	37	N/A	18

Students show results when districts utilize the CIS process. During the 2013-2014 school year CIS of Metropolitan Detroit tracked data in nine comprehensive school sites and thirteen developing school sites. There were 9,333 students who received at least one service throughout the school year as identified by a needs assessment conducted in the beginning of the school year. CIS developed service plans for 736 students tracked their progress for the school year. Of the 736 students tracked, 86% met their goal to improve in attendance; 78% met their goal to improve behavior; 83% met their goal to improve in academics; 87% met their goal to improve in attitude/commitment. Of the 736 students tracked, 574 were promoted and 88 graduated 12<sup>th</sup> grade, for a promotion/graduation rate of 90%.

During this fiscal year, CIS of Metropolitan Detroit is going through accreditation, a stringent certification process conducted by independent evaluators to certify Best Business and School Site Operations Standards which comply with Best Practices necessary to operate the CIS model with fidelity. This accreditation will allow CIS to be in line for additional funding from the National CIS.

With data collected by CIS staff, it is likely that grants will be available to continue the work developed through the CIS model. CIS National has made several grants available to assist with marketing. A part-time staff person was recently hired to assist in the generation of additional funding for the organization through events and grants.



**Exemplar 6: Staff Qualifications**  
**(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

Sonja Allen is the Chief Executive Officer of Communities In Schools of Metropolitan Detroit. As a high performance leader she brings extensive non-profit experience with strong analytical and problem-solving skills including turnaround management and business development. She has been the Chief Executive Officer for the past five years and was on the administrative team when CIS of Metropolitan Detroit began 19 years ago. Ms. Allen also has extensive experience in community engagement and partnership development. These skills coupled with her passion for education and youth empowerment have made her a very effective advocate for our community's students.

**Sonja Allen**  
Senior Non-Profit Executive

5575 Conner Ave., Ste. 205. Detroit, MI 48213. 313-571-3402. [sonjaallen@cisdetroit.org](mailto:sonjaallen@cisdetroit.org)

### **RELATED EXPERIENCE**

**Communities In Schools of Metropolitan Detroit – Chief Executive Officer 11/2011 – Present**  
(Consultant: July – Dec. 2010; COO: Jan. – July 2011 and Agency Coordinator: June 1996 – July 2002)  
*Communities In Schools (CIS) of Metropolitan Detroit, A local affiliate of America's leading dropout prevention organizations, surrounds students with a community of support, empowering them to stay in school and achieve in life.*

#### **Key First Year Contributions and Accomplishments**

- Eliminated \$500,000 in debt
- Secured profitable contracts with suburban and city schools, totaling more than 1.5 million
- Eliminated cash drain by relocating central office from 48,000 sq. ft. building to smaller office space, resulting in saving CIS of Metropolitan Detroit more than 1 million in operations, maintenance and repairs.
- Secured in-kind office for 18 months (\$20,000 savings)
- Developed new and innovative public relations campaign
- Spearheaded and now implementing a strategic plan
- Leading Board development
- Development of multi-year fund development plan to raise \$2 million per year.

#### **Isles, Inc. – Vice President, Resource Development – Trenton, NJ**

(Previous relationship with Isles: Consultant and Volunteer, 2003 – 2007)

*Isles, an award-winning and nationally recognized non-profit community development and environmental organization that supports individuals, families and communities in building assets, restoring the environment and achieving self-reliance.*

- Key member on the executive team – developed and successfully implemented the organizational fundraising plan to achieve Isles' mission and annual operating budget of \$8 million
- Effective supervision and mentoring of six high-performing professionals and consultants
- Effective management of day-to-day operations for the Resource Development

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application

Department including:

Marketing and Communications – Developed and implemented new and effective collateral materials that increased awareness of Isles’ mission and services, including a new website design

Events - Lead planning and implementation strategies resulting in profitable fundraising to support \$8 million budget

Community Partnerships - Developed and Coordinated more than 120 productive corporate and community partnerships to support more than 10,000 beneficiaries served by Isles’ programs and services each year

Volunteers - Managed projects with more than 100 volunteers monthly, April 2009 350 volunteers

**Princeton Theological Seminary, Princeton, NJ**

**9/2002 – 9/2005**

**Full-Time Master of Divinity Student, (Ethics Major) – Field Education**

- Clinical Pastoral Education, Chaplain, Thomas Jefferson Hospital, Philadelphia, PA
- Education and Advocacy: Contributor to global ministry at the United Nations in collaboration with other non-governmental organizations to mobilize efforts regarding social justice concerns. Presbyterian United Nations Office, New York, New York
- Cross-Cultural Ministry – Contemporary (English) worship preacher and teacher

Hungarian Reformed Church (HRC) , Trenton, NJ

**EDUCATION**

***Master of Divinity***, Princeton Theological Seminary, Princeton, NJ, 2005

***Bachelor of Arts***, Urban and Metropolitan Studies w/Sociology Minor

Michigan State University, East Lansing, MI, 1983

***Certificate***, Gamaliel Foundation, National Leadership Training, Chicago, IL, 2006

***Certificate***, Clinical Pastoral Education, Thomas Jefferson Hospital, Philadelphia, PA, 2003

***Certificate***, Youth and Theology, Youth Ministry Institute, Princeton Theological Seminary Princeton, NJ, 2001

## **SECTION C: ASSURANCES**

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

## SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**Section 1003(g) School Improvement Grant  
Preferred Service Provider  
Application Rubric**

**Entity Name:** *COMMUNITIES IN SCHOOL OF METROPOLITAN DETROIT*

**Reviewer:** *Gloria Chapman*

**Exemplar 1: Description of Comprehensive Improvement Services**

The applicant must describe comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban high schools will be delivered to LEA's who contract for services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

**25 Points Possible**

<b>Not Recommended</b>	<b>Recommended</b>	<b>Highly Recommended</b>	<b>MAXIMUM 25 POINTS</b>
<p>Response is marginally comprehensive and/or lacks clarity (0-10 points)</p>	<p>Response is comprehensive and clear (10-20 points)</p>	<p>Exceptionally comprehensive, clear and thorough (21-25 points)</p>	
<p>Applicant does not provide evidence of past achievements in delivery of comprehensive improvement services that have had a dramatic impact on one or more underperforming urban (or other) high schools.</p> <p>Response does not answer the question.</p>	<p>Applicant provides evidence of successful past performance in providing comprehensive services in one or more urban high schools. The evidence supports successful performance in at least 3 of the 4 areas listed above.</p>	<p>Applicant provides detailed data that supports successful performance in providing comprehensive services that have resulted in dramatic and sustainable improvement in underperforming urban high schools. The data supports successful performance in all areas listed above.</p>	<b>25</b>

**Comments are on the next page**

**Comments:**

**Response was clear and comprehensive.**

**Points this Section, Maximum of 25 \_\_25\_\_**

**Exemplar 2: Use of Scientific Educational Research**

The applicant must describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA. The response should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.

**Instructional Program – 15 Points Possible**

<p><b>Not Recommended</b> Response is marginally comprehensive and/or lacks clarity (0-5 points)</p>	<p><b>Recommended</b> Response is comprehensive and clear (6-12 points)</p>	<p><b>Highly Recommended</b> Exceptionally comprehensive, clear and thorough (13-15 points)</p>	<p><b>MAXIMUM 15 POINTS</b></p>
<p>Applicant does not provide a clear explanation or demonstrate knowledge of how research and evidence-based practices will be used as the foundation for the delivery of services provided to the LEA.</p> <p>Response does not answer the question.</p> <p>Applicant did not respond to the question. Does not wish to provide services in Area 2.</p>	<p>Applicant provides some evidence of successful past practice of using research and evidence based practices in the delivery of systems and services.</p>	<p>Applicant provides detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.</p>	<p align="center">14</p>

**Comments**

**The applicant's response included data to support past practices.**

**Points this Section, Maximum of 15: 14\_**

### Exemplar 3: Job Embedded Professional Development

The applicant must describe how a job-embedded professional development plan will be put in place to support:

- Building principals
- School leadership teams
- Teachers
- Building support staff

#### 15 Points Possible

<b>Not Recommended</b> Response is marginally comprehensive and/or lacks clarity (0-5 points)	<b>Recommended</b> Response is comprehensive and clear (6-12 points)	<b>Highly Recommended</b> Exceptionally comprehensive, clear and thorough (13-15 points)	<b>MAXIMUM 15 POINTS</b>
Applicant does not provide a clear explanation or demonstrate knowledge of how a job-embedded professional development plan will be put in place for the entire school team.  Response does not answer the question.  Applicant did not respond to the question.	Applicant provides some evidence of successful past practice of putting in place a job-embedded professional development plan for at least 2 of the groups named above.	Applicant provides detailed data that supports successful performance in developing job-embedded professional development plans for all 4 of the above listed groups.	<b>12</b>

**Comments**

**The response was clear but did not provide any data to support evidence of past practice.**

Points this Section, Maximum of 15:   12  

### Exemplar 4: Experience with State and Federal Requirements

The applicant must describe experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Demonstrate(s) alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 ( differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

**15 Points Possible**

<b>Not Recommended</b>	<b>Recommended</b>	<b>Highly Recommended</b>	<b>MAXIMUM 15 POINTS</b>
Response is marginally comprehensive and/or lacks clarity (0-5 points)	Response is comprehensive and clear (6-12 points)	Exceptionally comprehensive, clear and thorough (13-15 points)	
Applicant does not have significant experience with stated and federal requirements as related to the needs of the grant.  Response does not answer the question.  Applicant did not respond to the question. Does not wish to provide services in Area 4.	Applicant has some knowledge of and experience with state and federal requirements in at least 4 of the areas specified above.	Applicant has significant knowledge and experience in dealing with the state and federal requirements required above.	<b>15</b>

**Points this Section, Maximum of 15:   15**

**Comments: Response detailed experience with state and federal requirements.**

**Exemplar 5: Sustainability Plan**

Applicant must describe how a sustainability plan will be put in place for a school building to become self-sufficient at the end of the 3-year grant period.

**15 Points Possible**

<b>Not Recommended</b> Response is marginally comprehensive and/or lacks clarity (0-5 points)	<b>Recommended</b> Response is comprehensive and clear (6-12 points)	<b>Highly Recommended</b> Exceptionally comprehensive, clear and thorough (13-15 points)	<b>MAXIMUM 15 POINTS</b>
Applicant does not have significant experience in developing a sustainability plan. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 5.	Applicant has reasonable knowledge and experience with the development of sustainability plans	Applicant has significant knowledge and experience in developing sustainability plans.	<p style="text-align: center;"><b>13</b></p>

**Comments**

**Applicant's response provides evidence of knowledge and experience in developing sustainability plans.**

**13**  
Points this Section, Maximum of 15: \_\_\_\_\_

**Exemplar 6: Staff Qualifications**

The applicant must provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Attach vitae of primary staff in Section D.

15 Points Possible			
<b>Not Recommended</b> Response is marginally comprehensive and/or lacks clarity (0-5 points)	<b>Recommended</b> Response is comprehensive and clear (6-12 points)	<b>Highly Recommended</b> Exceptionally comprehensive, clear and thorough (13-15 points)	<b>MAXIMUM 15 POINTS</b>
Staff qualifications and vitae do not match with areas that applicant wishes to serve.  Response does not answer the question.	Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has adequate but not extensive experience in all areas (Exemplars 1-5).	Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has extensive experience in implementation of all five areas (Exemplars 1-5).	<b>5</b>

**Comments: Only one vitae was provided and response does not answer the question.**

**5**  
**Points this Section, Maximum of 15: \_\_\_\_\_**

**TO BE COMPLETED FOR APPLICANTS APPLYING FOR ALL AREAS**

EXEMPLAR	POINTS AWARDED
1. Description of comprehensive improvement services	<b>25</b>
2. Use of scientific educational research	<b>14</b>
3. Job embedded professional development	<b>12</b>
4. Experience with state and federal requirements	<b>15</b>

5. Sustainability Plan	<b>13</b>
6. Staff Qualifications	<b>5</b>
<b>APPLICATION TOTAL</b>	<b>84</b>
Recommended for Approval? (Total Score is 70 or Higher)	X <input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>

**TO BE COMPLETED FOR APPLICANTS APPLYING IN SELECTED AREAS ONLY**

EXEMPLAR	APPLYING FOR THIS EXEMPLAR? (yes/no)	MINIMUM REQUIRED	POINTS AWARDED
1. Description of comprehensive improvement services		15	
2. Use of scientific educational research		10	
3. Job embedded professional development		10	
4. Experience with state and federal requirements		10	
5. Sustainability Plan		10	
6. Staff Qualifications (MUST BE COMPLETED)	<b>YES</b>	10	
<b>Recommended for Approval (Each individual exemplar applied for met the minimum score?)</b>		<input type="checkbox"/> <b>YES</b>	<input type="checkbox"/> <b>NO</b>