

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:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on **May 21, 2010** to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

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

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, 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:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@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

Exemplar	Total Points Possible
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
Total Points Possible	100
Minimum Points Required for Approval	70

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.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity									
[REDACTED]		City Year, Inc.									
3. Name of Entity as you would like it to appear on the Approved List											
City Year Detroit - Whole School Whole Child											
4. Entity Type:	5. Check the category that best describes your entity:										
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input checked="" type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>					<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input checked="" type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education										
<input checked="" type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District										
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Penny Bailer		Phone 313-874-6825		Fax 313-874-6883							
Street Address 1 Ford Place, Suite 1F		City Detroit		State MI	Zip 48202						
E-Mail pbailer@cityyear.org		Website www.cityyear.org									
7. Local Contact Information (if different than information listed above)											
Name of Contact same as above		Phone		Fax							
Street Address		City		State	Zip						
E-Mail		Website									
8. Service Area											
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): Wayne RESA Oakland Schools ISD Macomb Intermediate School District			Name(s) of District(s): Detroit Public 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)

Since its inception in 1988, City Year has been committed to working to improve the academic achievement of children and youth from urban, high-poverty communities. City Year programs across the country serve in the nation's most challenged public schools; over half of City Year programs work with children in elementary and middle schools that feed into the high schools that are producing the highest number of drop-outs as identified by the Johns Hopkins research. City Year Detroit has 10 years experience operating in and partnering with schools in Detroit Public Schools and nearby school districts of need. City Year's unique and research-based model, known as Whole School Whole Child, can provide comprehensive in-school and after-school improvement services, described below, to at-risk students in the lowest performing 5% of schools in Southeastern Michigan.

Each year, CYD places up to 70 young adult (up to age 24) full-time, professional, diverse volunteers (known as "corps members") in 10 months of full-time volunteer service to children in high-poverty urban schools in Detroit. Each serving 50+ hours/week as in-school tutors, mentors and role models, these diverse young adult leaders help to improve student achievement, and transform schools and the surrounding neighborhoods. CYD's programs focus on advancing academic achievement of at-risk K-12 youth living in high-poverty neighborhoods by providing skills, experiences and sustained relationships with near-peer role models through whom they can learn to achieve academically and become engaged learners and citizens.

City Year has a unique service delivery system that embeds a team of 8-10 corps members full time at our partner schools, where they work to address the needs of at-risk children through research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child. Through this program, City Year supports student success by placing a team of near-peer role models in the school 4 days each week from before the first morning bell until after-school programs end, where they provide one-on-one and small-group tutoring, whole class support, mentoring, and educational enrichment after school programs. Corps members work with the same students for the entire school year, with whom they are able to form sustained positive relations. Extensive research shows us that one of the most critical indicators of a child's ability to succeed in school and life is having a sustained relationship with a caring adult through which they experience support, care, and guidance. City Year corps members are able to uniquely serve in this capacity as "naggers and nurturers" - who are a constant, caring presence in the lives of students day in and day out throughout the school year.

Prior to the start of the school year, corps members receive 4 weeks of intensive pre-service orientation, including sessions led by DPS staff, on classroom and behavior management, and literacy tutoring and other tutoring techniques. The corps members are supervised by a City Year Program Manager (full-time professional staff member), who works in partnership with the school administration to effectively support children as individuals and schools as institutions through three interventions:

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

- Academic Support – providing academic support to students, in partnership with teachers and school leadership, through one-on-one tutoring, small group tutoring and learning enrichment activities;
- Positive School Climate – implementing programs designed to increase student satisfaction and excitement about learning; and
- After-school Programs – leading and developing meaningful activities for youth in after-school time, which reinforce with students the skills that correlate with success and active learning in schools.

Specifically, in each partner school, a team of 8-10 corps members will provide:

- General Academic Support for up to 300 students
- Small group math or literacy tutoring for up to 120 students
- Afterschool programming for up to 85 students
- Morning Greeting of students (prior to first morning bell as incentive to get to school on time)
- Phone calls to homes of absent students
- Attendance monitoring and positive behaviors incentive system
- After-school or evening events targeting families and family participation in their child's education
- In addition, principals note that City Year fosters a positive environment and culture for learning and academic success

Goals for City Year's Whole School Whole Child service model include:

- 80% of students CY works with achieve or surpass their attendance goals
- 80% of students that CY supports academically, achieve or surpass their academic goals
- 75% of teachers report improved student behavior in class
- 60% of students improve their attitudes towards learning
- 75% of the students surveyed will increase their motivation to learn

The Whole School, Whole Child model maximizes City Year assets that are unique in a school context, including:

- Their unique age group: because are 17-24 years old, corps members bridge the age gap between students and teachers. These "naggers and nurturers" are old enough to serve as role models, and young enough to forge uniquely meaningful relationships with the children they serve;
- Their diversity: by serving together as a diverse team, corps members demonstrate the power of inclusivity. As role models, corps members actively seek to break down social barriers prevalent within schools and neighborhoods;
- Their culture: The culture and organizing practices of a City Year team create a positive environment that is infused with energy, spirit, discipline, purpose and pride that leads to a better learning environment.
- Their constant presense: Because they serve at the school 4 days each week

for the entire school year, and because each corps member works with the same students for the entire school year, corps members serve as a constant positive presence in the lives of the students they serve. Corps members are able to develop sustained caring relationships with these students, which extensive research indicates is of utmost importance to children.

Another unique element to City Year's Whole School Whole Child model is that the corps members who are present in school each day working with off-track students are also the same service providers of after-school programs. These after school programs which are frequently attended by the same off-track students corps members work with during the school day, and while the after school programs are open to all students, students who receive City Year services during the school day are strongly encouraged to participate in City Year's after school program. This allows for a continuation of the tutor/mentor relationship.

The Whole School Whole Child model was developed through a thoughtful process that maintained a dual focus on both theory and practice. The model captures our efforts to identify best practices from our nearly 20 years of experience with school service, and it integrates the latest findings related to school and student success from educational research and scholarship. The Whole School, Whole Child model incorporates the insights of leading scholars like Dr. Michael Nakkula (Harvard School of Education), Dr. David Osher (American Institute for Research), Dr. Karen Vander Ven (Search Institute), and Dr. Robert Balfanz (Johns Hopkins).

During the 2004-2005 school year, RMC Research Corporation conducted an evaluation of the impact of participation in City Year in eight Philadelphia schools, three of which have been identified as persistently dangerous schools. The schools where students were surveyed had a high percentage of low-income families. According to this study, participation in City Year was related to:

- **Academic Success:** Based on a sample of 147 students (who received a "C" or worse in a core academic class) assigned to a corps member during the year, there was academic improvement in both English and Math. 45% of the students' English grades increased by at least one letter grade and among those students whose grades increased, they did so by an average of 1.32 letter grades and 48% of students' math grades improved by at least one letter grade and among those students whose Math grades increased, they did so by an average of 1.42 letter grades.
- **Increased Attendance Rates:** City Year has implemented effective attendance monitoring activities. For Example: City Year Philadelphia developed and piloted the 90% Attendance Club at Overbrook High School. 444 9th grade students participated and 124 students met or surpassed the 90% goal. The average attendance rate at Overbrook is 71%.
- **Valuing School and Increased Intention to Complete High School and Beyond:** Over time, high school students increased their scores on how far they would like to go in school, with 34.1% of students wanting to attend graduate school. In addition, in the K-8 After-School program, students expressed an increase in their desire to do well in school, and felt they were more confident in their public

speaking skills.

Assessment:

Built into the Whole School Whole Child model is a system of assessments that helps inform and shape the supports provided, as well as provides an overall measure of performance and goal attainment related to both student achievement and school improvement plans.

Short-cycle assessments occur weekly throughout the school year. Each week, City Year corps members meet with teachers to review and monitor individual student support plans (tutoring, behavior coaching, after school programs, etc) and individual student progress. Summative assessment evaluation tools are used at the start-of-year, mid-year, and year-end, and include a measure of individual student level data on Attendance, Behavior, and Course performance, as well as teacher and principal surveys regarding City Year performance, impact, and 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)

Research-based service model:

City Year uses current and leading educational research to shape the foundation for all content and delivery systems and services provided by City Year corps members. Research conducted by Talent Development at Johns Hopkins University and other research centers sheds valuable light on how the problem can be tackled, and drives the service development and implementation of City Year's Whole School Whole Child model. Through recent leading research from Talent Development, we now know that:

- More than 50% of the nation's dropouts come from 12% of the high schools (2,000 in total). Each of these high schools is fed by two or more middle grade schools in which students are already falling off the path to graduation.
- Youth who drop out of school send strong distress signals for years prior to leaving, as early as 6th grade, indicating that their high school experience is deeply influenced by their middle and elementary school years.
- According to a comprehensive studies in multiple urban high poverty school districts there are three key "off-track" indicators that predict student success in school:

1. Attendance – Secondary students who miss even 10 or more days in a year are at increased risk of falling off the path to graduation. Students who miss 20-30 or more days of school in a year between the 6th and 9th grade (for other than one-time health reasons) seldom graduate. In school districts that serve high poverty populations it is not uncommon for twenty, thirty and even forty percent of more of students to exhibit this level of absenteeism in the middle and high school grades.

2. Behavior – While out-of-school suspensions can be highly predictive of student drop outs, so also can sustained mild misbehavior-(e.g. not completing assignments, acting out in class, getting in disagreements with teachers).

3. Course Failure in Math or English – Student who fail mathematics, English or any two courses in a given year between 6th and 9th grade are at high risk of dropping out. Course failure is a better predictor of graduation outcomes than test scores and typically co-occurs with either poor attendance or behavior.

Students in high poverty environments who exhibit even just one of these off-track indicators between the 6-9th grade typically have not more than a 25% chance of graduating, and collectively about 80% of eventual dropouts send one or more of these distress signals between the 6th and 9th grade. In the high schools which produce most of the nation's dropouts and the middle grade schools which feed them it is common for hundreds of students to send these distress signals. Reducing the number of students exhibiting these "off-track" indicators would mean more children attending school, succeeding academically and, therefore, becoming far less likely to fail or drop out.

City Year's Whole School Whole Child model works with students whose performance has been identified by their teachers and counselors as being most off-track in Attendance, Behavior, and/or Course performance in English or Math. A key element of our model is an emphasis on the rigorous collection of data related to individual student progress along these three off-track performance indicators. Through a process of regularly monitoring student performance related to these indicators, we are able to identify which students are veering off track with regards to each indicator. Based on this information, we can provide differentiated types and levels of support to different students, and can assess the impact of the work being done with each student over time. It is this ongoing process of data-driven progress monitoring that allows us to deliver the right support to the right students at the right time. By using this research-based approach, City Year is able to provide the right supports to the right students, helping to get them back on track – and stay on track – to academic success and high school graduation.

Another key component of Whole School Whole Child is that of the unique service delivery by a team of diverse, positive, caring, young adult role models. Each member of an 8-10 member City Year team works with the same students day-in and day-out over the course of the school year, and builds sustained positive relationship with these students. Not only do these corps members provide critical academic assistance to get at-risk students back on track to academic success, but they also fill a critical need of serving as a constant positive presence in the lives of at-risk students, which extensive research tells us is one of the biggest single factors for at-risk youth to succeed. In addition to serving as academic tutors, mentors, and after-school program providers, City Year corps members, about 50% of whom are recent college graduates, serve as positive role models who embrace and demonstrate the value of educational achievement.

About Talent Development/Johns Hopkins:

Talent Development has received strong validation from the educational research community. A five-year, scientifically rigorous study by MDRC, an independent research firm, found that TD reforms produced substantial gains in attendance, academic course credits earned, promotion rates and graduation rates. "Students showed dramatic gains in algebra credits (a 28 percentage point increase); TD schools nearly doubled the percentage of students earning credits in Algebra 1, a primary gatekeeper course for grade promotion and graduation," according to MDRC's Making Progress Toward Graduation, Evidence from the Talent Development High School Model. Further this report asserts,

"The pattern of results in this report stands out from other research on high school reforms because the impacts are consistently positive across several outcomes; they emerged in the first year of implementation; they are sustained for successive cohorts of students, and they were found across five high schools."

Talent Development has been identified as an effective research-based plan for keeping students on track toward graduation by the U.S. Department of Education's What Works Clearinghouse. In addition, the Talent Development Middle Grades

model has similarly been shown to produce significant achievement gains and been linked to a 10 percentage point increase in graduation rates.

Links to cited research by Robert Balfanz et al, from Johns Hopkins University regarding the school drop out crisis and evidence-based solutions:
<http://web.jhu.edu/CSOS/graduation-gap/edweek.html>

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).

While the City Year Whole School Whole Child model does not have a job-embedded profession development plan, the model relies heavily on a strong professional working relationship with the City Year team of corps members, and close and frequent communications between City Year and the principal, teachers and staff. Each City Year team works closely with the principal, teachers, and staff at each partner school to provide information and training about City Year’s research-based Whole School Whole Child model, including the off-track performance indicators of Attendance, Behavior, and Course performance, and how to identify students whose performance is most off track in those three indicators, and how corps member can partner with teachers to shape the learning environment of the classroom and the school. Additionally, corps members and the City Year staff manager for each team meet regularly with teachers to review progress and impact of students participating in the Whole School Whole Child model.

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)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

City Year's Whole School Whole Child model is designed to integrate and align with state, district, and individual school School Improvement Plans to provide a portfolio of comprehensive support services to improve the achievement of students whose performance is off-track in Attendance, Behavior, and Course performance, as well as services to improve the culture and learning environment of the school. As such, the WSWC model is capable of operating in both a Targeted Assistance Title 1 school, or in a School-Wide Title 1 school.

City Year also has a successful track record of meeting state and federal requirements, particularly related to federal grants. Since 1992, City Year, Inc. has managed more than 270 federal AmeriCorps grants, 11 of which have been granted to City Year Detroit. City Year Detroit has also served as a sub-grantee of the City Year National Direct AmeriCorps grant and The Corps Network Education Award Only program.

Additionally, all accounting, payroll and fiscal management functions for City Year Detroit are centralized at City Year's national headquarters in Boston, MA. City Year's comprehensive financial policies follow Federal OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Internal controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, appropriate invoice approval, compliant document retention policy, and timely deposit of cash receipts. City Year's national headquarters also manages the annual A-133 independent audit; and insurance and legal services.

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)

City Year Detroit's goal is to expand our Whole School Whole Child program so that each DPS school requesting assistance can be provided with corps members. It is also our goal that successful implementation of City Year's Whole School Whole Child model can increase school achievement and student attendance, resulting in greater student retention and a corresponding increase in school funding.

Ultimately, Whole School Whole Child model may be sustained through the school's Title 1 budget as the school builds capacity around the model.

Over the past eleven years, City Year Detroit's overall growth and sustainability strategy has centered on leveraging our annual AmeriCorps investment to generate more funding from other sectors, thereby increasing the number of stakeholders supporting the full-time service of our corps members in Detroit Public Schools and the surrounding neighborhoods. City Year currently receives approximately one-third of our annual budget from AmeriCorps, via the Michigan Community Service Commission (MCSC). We have a strong relationship with the MCSC, and have been working with them to develop a growth plan to increase the number corps members we receive each year. The Edward M. Kennedy Serve America Act (2009) provides, at a national level, the capacity for tremendous growth in AmeriCorps, and locally, City Year is developing a growth plan and the capacity to grow.

We are confident we can achieve a sustainable level of resource development because our program structure, like a for-profit business, offers marketable "products" that private and public sector funders, including local corporations and foundations, can easily endorse. These include sponsorship of: City Year's Whole School Whole Child service model, a team of corps members; the Heroes Programs, extended-day and weekend service-learning and leadership development programs for middle and high school students; City Year events such as Opening Day, MLK Day of Service, or Graduation; or one-day community service events. Our funders all have the opportunity to join with City Year Detroit in service, and they receive corps newsletters and testimonials, are recognized at events and otherwise have opportunities to engage in other activities. Accordingly, they become true partners who are deeply invested in our program— they not only write a check, but become an involved, financial stakeholder who are invested in successful outcomes.

City Year also has three multi-year grants that help support our WSWC program and contributes to our sustainability. These are from The Kresge Foundation, United Way for Southeastern Michigan, and United Way for Southeastern Michigan/Building Foundations initiative. City Year Detroit also has an endowment of close to \$1 million, and receives an annual endowment payout as a sustainable revenue source. City Year's AmeriCorps funding, the endowment and multiyear grants provide a stable funding base as well as the capacity to build a diverse funding stream to ensure our sustainability.

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)

The three primary City Year Detroit staff involved in the delivery of City Year's Whole School Whole Child service model are as follows:

Penny Bailer - Executive Director, City Year Detroit

Penny Bailer was a founding board member of City Year Detroit, and has served as Executive Director since 2001. Ms. Bailer is responsible for Michigan's largest AmeriCorps program, through which over 560 young adult corps members have served full time for up to two school years each, providing tutoring and after school programs to thousands of school children as well as physical clean up/beautification services and civic engagement activities to lead and inspire volunteerism. She served for over 17 years as Executive Director of the Michigan Metro Girl Scout Council in Detroit and was elected to the Detroit Board of Education, serving from 1990-94. Ms. Bailer earned an MBA in 1989 from the Advanced Management/Executive MBA Program at MSU, and currently serves on the governing boards of several Detroit nonprofits including Detroit Riverfront Conservancy, New Detroit, Communities in Schools, Detroit Urban League, ARISE Detroit, City Connect Detroit and the Detroit Community/Union Leaders Collaborative, among several others championing youth and Detroit's revitalization.

Nicole Byrd - Deputy Executive Director for Program & Service, City Year Detroit

The very first staff member hired for City Year Detroit in 1999, Ms. Byrd has overseen the creation, implementation, and deepening of every program CYD offers. Previously, Ms. Byrd was the Project Coordinator of the Youth Volunteer Corps (YVC), hosted by United Way Community Services. Ms. Byrd is an AmeriCorps alumnus, graduating with the inaugural class of 1994. She has worked with, developed and led youth and volunteerism programs in Detroit and the surrounding suburbs for more than 14 years.

Tammy Bryant - Diplomas Now and Training Director

Tammy Bryant has 8 years of experience working at City Year Detroit in leadership positions, first as a Program Manager providing supervision to teams of corps members, and also as Recruitment Director before assuming her current position. In her current role, Ms. Bryant is responsible for providing management and oversight of City Year's Diplomas Now teams of corps members, and also planning and leading the extensive and ongoing service and professional development training of all City Year Detroit corps members.

Program Managers

Programs Managers for City Year Detroit serve as the day-to-day liaison to school principals, where City Year's teams serve, providing direct supervision of corps members, and monitoring corps member progress toward their goals. To date, all City Year Detroit Program Managers are also corps member alumni, having served either one or two years as full-time corps members with City Year Detroit.

VITAE for primary staff:

Penelope (Penny) Bailer

1324 Joliet Place, Detroit, Michigan 48207

313-874-6858 (w) 313-655-1342 (cell) 313-393-9362 (h)

Education:

- MBA - Advanced Management Program (Executive MBA), 1987-89, Michigan State University
- 1 year toward MA (Music) 1962-63 – Pennsylvania State University
- BFA (Music/Piano Performance), 1962, University of Georgia; 4-year performance scholarship

Employment – Detroit:

2001 to present – Executive Director, City Year Detroit (founded in 1999)

Responsible for the operations of the state's largest AmeriCorps program; manage up to 70 full time AmeriCorps members, 6 VISTAs and 16 staff providing tutoring, after school program and community service/civic engagement projects to thousands of schoolchildren and residents. Collaborate with over 100 community agencies throughout Detroit and the metro area re mentoring and physical service projects eliminating blight/decay and beautifying parks, playgrounds and schools. Manage an annual budget of \$2.3 million, in addition to monitoring \$1million in endowment funds. Raise revenue from public funds (AmeriCorps, federal, state and city funding sources) and private (corporations, foundations and individuals) for a 1/4 public-3/4 private sector ratio. Build the visibility and outreach of this 10-year old nonprofit agency through aggressive public relations, networking and visibility campaigns. Report to and work with the local Board of Directors and the national organization, City Year, Inc. (www.cityyear.org), which is incorporated as one 501.c.3 nationwide, headquartered in Boston and founded there in 1988. (Served as a founding board member of City Year Detroit from 1999 through appointment as Executive Director in 2001.)

1983 to 2000 – Executive Director (CEO) Michigan Metro Girl Scout Council, Detroit. Chief Executive Officer of the 4th largest Girl Scout Council in the USA. Built the organization from an a membership of 21,000 to 43,000 girls in order to more fully represent the racial and socio-economic diversity of the tri-county area; built volunteer registration from 6,000 to 14,000; built budget from \$3.5 million to \$11.4 million and staff from 55 to 85 full time (and part time staff from 10 to 100+). Developed and increased annual government/foundation grant revenue from \$15,000 to \$1,600,000. Developed and managed the organization through an integrated strategic planning process, initiating and implementing many innovative, award-winning programs such as teen pregnancy prevention, mandatory diversity education, international travel, after school programming and a year-round, state-of-the-art equestrian center. Managed a challenging but highly successful jurisdictional expansion program, absorbing a large Oakland County council formerly at risk of failure. Led a two-year asset analysis of four camp properties encompassing 2000 acres and over 100 buildings, laying the groundwork for a multi-million dollar capital campaign and construction program. Proudly accepted the coveted second annual CRAIN's Detroit Business Award for the "Best Managed Non Profit" on behalf of MMGSC.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

1982 to 1983 – Director of Volunteers, Harper Hospital, Detroit, Michigan
Recruited and managed a cadre of 200 volunteers serving a 1000-bed hospital in Detroit’s medical center. Led promotion, recruitment, selection, training and placement of volunteers, collaborating with nonprofit agencies, community organizations and educational institutions throughout the region.

Community service:

Currently serving on the boards of directors/committees/task groups of the following organizations:

- Community/Union Leaders Coalition re Detroit Public Schools – June 2008 to present
- New Detroit, Incorporated – Board of Directors 1989 to present; (1976 to present: Committees on Youth Development, Education and Audit; 2006 to present: Chair, Community Capacity Building Committee)
- Detroit Riverfront Conservancy – Board, January 2003 to present (Advancement, Communications, Operations)
- Detroit Urban League – Board, March 2004 to present; Officer; Executive and Finance/Audit Committees
- Communities in Schools, 1st Vice President – Founding Board member since 1993; Chair, Women’s Event
- “ARISE Detroit!” Founding Steering Committee – 1st Vice President, January 2006 to present
- United Way S.E. Michigan – Detroit Local Community Committee (LCC); Chair, Resource Investment Comm.
- Detroit Rotary – Member since 1987; Chair, Youth Citizen Scholarship Award Committee, March 2007 to present
- City Connect Detroit Board – Nov. 2008 to present; Detroit Food & Fitness Steering Committee since 2007
- Southwest Detroit Development Collaborative–Founding board member 2007 to present (LISC-related agency)
- Michigan Merit Award Board – appointed by Governor Jennifer Granholm, March 2004 to 2008
- Wayne State University College of Education - Board of Visitors – 1994 to present.
- NAACP Natl. Convention Host Committee – Co-Chair of Volunteer Recruitment, October 2006 to July 2007
- Lawrence P. Doss Scholarship Foundation, Founding Board member, January 2002 to present; 3rd Vice Pres.
- Plowshares Theater Company, Board member 2002 to 2008; Officer 2006-08.
- College Bound Kids Board (pre-school ed. center founded by Melvin Chapman, Ph.D.) – 2002 to present
- Elected to Detroit Board of Education, 1990 – served 4 years, January 1991 through December 1994
- Detroit Community Reinvestment Strategies (CRS) – elected board member, District 4 (Downtown), 1997–1999
- City Year Detroit – Founding Board of Directors – 1998-2001 (prior to becoming Executive Director in 2001)
- Plowshares Theatre Board of Directors – 2000 to 2008
- Salvation Army (Michigan) -- Board of Directors – 2006-2008
- Council on Schools of the 21st Century (Annenberg Challenge) – 1997-2004
- Detroit’s Promise – “The Alliance for Children” (founded by then General Colin Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Powell) 1997-2000

- University of Michigan Alumni Association Board – 1990-96 representing Camp Michigania
- W. K. Kellogg Foundation Task Force: Youth Initiatives Project (Northern H.S. area) – 1988-2000
- Detroit Youth Foundation Task Force – Steering Committee to spin off from Kellogg Foundation, 1998-2001
- United Way Executives Alliance – Steering Committee – 1995-2000
- Detroit Mayors' Education Task Forces – 1994 - 2000 and 2000-2007
- Skillman Foundation Task Group on Community Use of Schools – 1994 to 2000
- Coalition of (United Way) Youth Serving Agencies – Founding board 1983-2000; Chair 1985-90;
- Grand Circus Park Development Association – Founding Board 1979-91; President 1989-1991
- Golightly Education Center (DPS K-8 Alternative School) Parent Org. Founder; Chair 1976-79 and 1986-89
- YWCA of Metro Detroit – Board member 1976 to 1989; Chair, Downtown Branch 1979-83

Significant Honors, Awards and Recognition:

- Alpha Phi Alpha's 1st Annual "Floyd Washington, Jr. Partnership & Community Collaboration Award" Feb.2009
- Anti-Defamation League – "Woman of Achievement Award" – May 30, 2006
- Leadership America – Class of 1999
- 1997 United Way for Southeastern Michigan - "Executive of the Year" Award
- Detroit's "100 Most Influential Women" Award – CRAIN's Detroit Business – 1997
- Adelitas Award, Mana de Michigan – for positively impacting the Latino community – 1997
- GSUSA Quality Recognition "Best Practices" Award: "innovative census tract restructuring of jurisdiction" 1997
- White House Roundtable – selected to represent Michigan in a 12-person, all day White House seminar/meeting with First Lady Hillary Rodham Clinton – re national public policy issues - April 4, 1996
- Positive Image Award, Golightly Education Center, 1995, in honor of founding the parent organization (1976) and leadership of the school and parent organization
- Dauris Jackson Award, Wayne State University – 1993 – Biennial award for championing social and economic justice for women and minorities
- CRAIN's Detroit Business – second annual "Best Managed Non Profit Award" – on behalf of MMGSC - 1993
- United Way First Place Award in Comprehensive Communications–1991–Michigan Metro Girl Scout Council
- Hall of Fame Award, YWCA of Metropolitan Detroit – 1986
- Testimonial Resolutions, Michigan Legislature and Detroit City Council – 1983
- Candidate for Detroit City Council (won the primary and finished 16th of 67 candidates) -- 1981
- Downtown Detroit Ambassador Award, Detroit Central Business District Association, 1980

(NOTE: 1970–1982 – homemaker/community volunteer, Berkeley, California and Detroit, Michigan)

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

Previous employment – prior to 1970

1968 – 1970 – Director of Personnel - Community Redevelopment Agency of the City of Los Angeles, CA

1967 – 1968 – Personnel Management Officer - U. S. Air Force Civilian Personnel Office, Los Angeles, CA

1963 – 1967 – Personnel Management Specialist – Manager, Recruitment - U. S. Department of Housing and Urban Development (HUD) – Washington, D. C.

1963 – 1964 – Housing Management Intern (Management Training Program) - U. S. Department of Housing and Urban Development (HFFA) – Washington D. C.

Memberships:

13th District Democratic Party (Precinct Delegate); Detroit Urban League; Life Member NAACP; Emily's List; Museum of African American History (Million Dollar Club 1988); Life Member Tuskegee Airmen – Detroit Chapter; Life Member, Girl Scouts of the USA; YWCA of Metropolitan Detroit; National Organization for Women; Michigan Women's Campaign Fund; Christ Church (Episcopal) Boys' Choir Parents' Organization; Children's International Summer Villages, Inc.; Life Member University of Michigan Alumni Association; Detroit Athletic Club; Detroit Rotary.

Nicole D. Byrd
19305 Elkhart
Harper Woods, MI 48225
(313) 245-1893

Qualifications:

- Skilled in the development and implementation of successful volunteer programming
- Experienced in collaborating with educational and federal institutions and non profit and community based organizations
- Proven experience in supervising and mentoring young adults

Professional Experience:

City Year, Inc. (City Year Detroit), Detroit, MI
Program/Service Director 2000-Present
Reports to the Executive Director and manages 6 staff plus 70 AmeriCorps members. Key responsibilities include building and maintaining relationships with school partners, managing high impact service planned for the organization, developing overall service strategy for site, organizing service selection and development process through request for proposal (RFP), facilitating site evaluation and documentation, managing volunteer database, cultivating volunteer committees, supervising the Young Heroes program, managing teams of staff in Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

planning events such as Graduation, MLK Day and Opening Day, training service partners, program members and staff, and managing the AmeriCorps relationship with the Michigan Community Service Commission.

- Successfully secured funding match from service partners (\$50,000)
- In cooperation with City Year Headquarters, assisted in the AmeriCorps grant proposal process, securing over 3.5 million dollars in funding for the past 8 years.
- Managed the Young & City Heroes programs, which engaged 500 middle school students in a service-learning based program
- In cooperation with staff, designed, developed and implemented 6 Annual Martin Luther King, Jr. Day celebrations, engaging over 3,000 volunteers.
- Led national trainings for peers on viewing youth as resources, community planning, engaging youth in service, diversity, service-learning and team building

Service/Program Director Start-Up Team 1999-2000
Nationally selected to be part of a 6-person start up team responsible for establishing City Year in Detroit. Reported to the Start Up Captain. Responsible for the development and implementation of the Service and Program Departments.

Accomplishments:

- Initiated and developed relationships with potential service partners, school partners, and funders
- Developed and implemented a service partner selection process
- Created a Service Committee comprised of community leaders to give guidance to the site selection process
- Trained all new staff in City Year fundamentals (10 new staff members)
- Planned a community breakfast for over 300 people introducing City Year to Detroit
- Recruited 50 17-24 year olds to participate in City Year Detroit's founding program

United Way Community Services, Youth Volunteer Corps, Detroit, MI
Program Coordinator 1995-1999
Reported to the Director of Youth Leadership. Responsible for the direction and implementation of the Youth Volunteer Corps of Metropolitan Detroit.

Accomplishments:

- Assisted non-profit agencies in the development of innovative community service-learning projects.
- Recruited, selected and trained youth volunteers, AmeriCorps members and team leaders.
- Supervised and evaluated team leaders and AmeriCorps members.
- Monitored project progress throughout the course of the program to ensure successful implementation of the YVC program standards.
- Planned and implemented 4 six week summer service programs for 100 youth per summer, including hiring and managing 6 staff
- Planned and hosted three National Youth Service Day Youth Summits and Service Days, engaging over 1,500 youth total
- Supervised, coordinated and trained the Youth Advisory Committee, made up of high school students.

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

- Trained non-profit agencies, schools and neighborhood organizations on volunteer management specific to youth, youth empowerment and youth leadership at a national, state and local level.

United Community Services, Detroit, MI

AmeriCorps Member

1994-1995

Reported to the Director of Volunteer Services. Responsible for developing a Youth Volunteer Corps in Macomb County. Accomplishments:

- Developed and led 35 service projects for middle and high school youth
- Developed and implemented a Youth Advisory Council for Macomb County high school students
- Led the Youth Advisory Council in presenting 3 workshops to their peers
- Planned and facilitated 2 overnight retreats
- Led a service-learning 101 workshop at the National Service Learning Conference

BACKGROUND: Ferris State University - Social Work Major, 1992 - 1994
Macomb Community College, 1995-2000

Professional Associations:

- AmeriCorps Alumni Association
- Detroit Public Schools – Service Learning Advisory Board Member
- L'Anse Creuse Public Schools - Service Learning Advisory Committee
- Metropolitan Detroit Volunteer Administrators Network (MDVAN)
- Motor City Makeover - Volunteer Manager

Tammy Bryant

25301 Five Mile Rd. #116

Redford Twp., MI 48239

Summary of Qualifications: A dynamic leader with significant experience in project planning, recruiting, hiring, training and departmental management. Possesses a strong track record of coordinating projects that effectively produce measurable results and meet organizational objectives. Dedicated to supporting highly functional teams and initiatives through quality development, implementation and assessment.

EXPERIENCE

City Year Inc., (Detroit, MI) August 2008 - Present

Diplomas Now and Training Director

- Successfully manage teams of eight college age young adults at Chadsey Middle/High School and Brenda Scott Middle School in completing 10 months of dedicated tutoring, mentoring and after school programs to more than 240 students.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

City Year Inc., (Detroit, MI) August 2004 – August 2008

Recruitment Director

- Developed a successful recruitment and applicant selection strategy that effectively met quarterly and annual objectives related to quality and inclusivity. Increased the participation of candidates in hardest to reach cohorts by 21% within 2 recruitment cycles.
- Successfully led an outreach campaign that generated the interest of more than 60 new high schools, colleges/universities and individual champions.
- Created an effective customer service process that actively engaged more than 150 applicants and over 500 leads on average each year.
- Developed successful marketing efforts that increased visibility and awareness in the metro Detroit area through print media and effective messaging during outreach events.
- Planned and hosted more than 25 presentations, events and informational sessions annually.
- Represented the agency at more than 50 career and college fairs on average each year.

State Farm: Knight Agency (Detroit, MI) August 2003 – August 2004

Insurance Account Representative/Office Manager

- Interviewing and hiring of new staff: successfully used web based employment search engines such as monster.com, hotjobs.com and michiganworks.org.
- Responsible for training staff regarding office procedures and company wide policies.
- Client retention and customer service: implemented a more systematic way to organize new business applications and welcome new policyholders.
- Sales and marketing of all products in State Farm auto, fire, life, health and bank lines: successfully sold multi-line products to new and existing book of business.
- Successfully attained Resident Producer insurance product licenses from the State of Michigan.
- Successfully attained State Farm LSA4 certification within 4 months.

City Year Inc., (Detroit, MI) July 2001 – August 2003

Project Manager

- Managed a total of 30 corps members through two AmeriCorps program years (10 months, 1700+ hours) of community service in Metro Detroit Schools.
- Led corps member orientation and year long bi-monthly development trainings.
- Directed the annual City Year Detroit Spring Camp program, engaged over 300 lower elementary youth and 100 community members in a five day diversity and cultural awareness program: successfully generated over \$20K in donations and gifts.
- Created management tools that helped the organization function effectively and enabled volunteers to carry out their duties in a more practical context.
- Supervised the outcomes of three school partnerships in which corps members provided customized academic tutoring, mentoring and after-school programs.

University of Michigan, (Ann Arbor, MI) Nov. 2000 – April 2001

University Housing: Social Justice Course Facilitator

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

- Implemented and developed class lesson material, corrected and graded class assignments.
- Planned and led class discussions that engaged resident advisors in learning about social justice, student advising, inclusivity/diversity and crisis management.
- Counseled prospective resident advisors about their role and responsibilities in the residence hall community.

EDUCATION University of Michigan – Ann Arbor, MI April 2001
 Bachelor of Arts in Literature, Science and Arts
 Concentration: Organizational Management

SKILLS & CERTIFICATIONS/COMMUNITY INVOLVEMENT

- Microsoft Office: Power Point, Word Publisher, Excel and Outlook
- Basic Grant Writing
- Public Speaking
- Renaissance Alumni Association – Committee Chair and Board Member
- University of Michigan Dearborn Student Activities Center – Advisory Board Member
- University of Michigan Ann Arbor Alumni Association – Board Member
- Detroit Children’s Museum Friends Board – Corresponding Secretary
- Chadsey/Condon Good Neighborhoods Initiative Interim Governance Board – Financial Secretary

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.

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE