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
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
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
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</table>

**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.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Johns Hopkins University - Talent Development</td>
</tr>
</tbody>
</table>

3. **Name of Entity as you would like it to appear on the Approved List**

Diplomas Now - Johns Hopkins University, Communities in Schools & City Year

4. **Entity Type:**

<table>
<thead>
<tr>
<th>For-profit</th>
<th>Non-profit</th>
<th>Business</th>
<th>Community-Based Organization</th>
<th>Educational Service Agency (e.g., RESA or ISD)</th>
<th>Institution of Higher Education</th>
<th>School District</th>
<th>Other (specify):</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Balfanz</td>
<td>410-516-4272</td>
<td>410-516-8890</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>3003 N. Charles Street, Suite 200</td>
<td>Baltimore</td>
<td>MD</td>
<td>21218</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:rbalfanz@csos.jhu.edu">rbalfanz@csos.jhu.edu</a></td>
<td><a href="http://www.diplomasnow.org">www.diplomasnow.org</a></td>
</tr>
</tbody>
</table>

7. **Local Contact Information** (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug Elmer</td>
<td>(816) 507-9903</td>
<td>(816) 437-9163</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>212 E 74th St</td>
<td>Kansas City</td>
<td>MO</td>
<td>64114</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:delmer2@csos.jhu.edu">delmer2@csos.jhu.edu</a></td>
<td><a href="http://www.diplomasnow.org">www.diplomasnow.org</a></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne RESA</td>
<td></td>
</tr>
<tr>
<td>Oakland Schools ISD</td>
<td></td>
</tr>
<tr>
<td>Macomb Intermediate School District</td>
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</tr>
</tbody>
</table>

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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)

Diplomas Now is an innovative school turnaround model designed to work in partnership with the nation’s most challenged K-8, middle and high schools – including the lowest performing 5% of schools -- to help students in high-poverty schools get back on track and stay on track to graduate and succeed in post-secondary education. Diplomas Now pairs evidence-based comprehensive school improvement with national service teams to provide tutoring, mentoring, monitoring and engagement activities at the required scale, along with integrated student support services for the highest need students. The Diplomas Now model unites three organizations – Talent Development, City Year and Communities In Schools – each one with proven track records in improving student achievement - to create a successful new education model.

Each organization has been able to demonstrate through rigorous third party evaluations that its efforts lead to significant improvements in critical student outcomes including attendance, behavior, on-time grade promotion and achievement. Diplomas Now seeks to provide school improvement assistance and support to reduce achievement gaps and improve achievement among all students, and provide those students most likely to drop out with a powerful range and intensity of supports required to keep them in school and on track to graduation.

Specifically, the Diplomas Now model integrates the following four key elements:

1) Effective whole school reform with research and evidence-based instructional, organizational and student, teacher and administrative support components
2) A teacher-friendly early warning data system tied to research-based prevention, intervention and recovery strategies that gets the right intervention to the right student at the right time
3) A second team of adults tightly integrated into the design that works closely with teachers and administrators to provide targeted and intensive supports at the needed intensity and scale
4) A team-based organizational structure and collaborative work environment to make the job manageable

According to comprehensive studies in multiple urban high poverty school districts, there are three key “off-track” indicators of student performance that predict student success in school: Attendance, Behavior and Course failure in math or English. Students in high poverty environments whose performance demonstrates being off-track in just one of these indicators between the 6-9th grade typically have not more than a 25% chance of graduating from high school. Collectively, about 80% of eventual dropouts fall “off-track” in one or more of these indicators between the 6th and 9th grade. In the high schools which produce most of the nation’s dropouts and the middle/K-8 grade schools which feed them, it is common for hundreds of students to be off-track in one or more indicators. Reducing the number of students exhibiting early warning “off-track” performance in these indicators would mean more children attending school, succeeding academically and, therefore, becoming far less likely to fail or drop out.

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Central to the Diplomas Now model is identifying and tracking those students who exhibit early warning off-track indicators so that the right interventions and supports can be put in place. A key element of the Diplomas Now model is an emphasis on the rigorous collection of data related to individual student performance and progress. Through a process of regularly monitoring student performance related to the key early-warning indicators of attendance, behavior and course performance, students are provided differentiated types and levels of support as well as ongoing assessment based on need.

The ultimate goal of Diplomas Now is to dramatically increase the graduation and college/career readiness rates among students served, and in so doing, demonstrate that the middle/K-8 and high schools which currently drive the nation’s graduation rate crisis can be transformed. For each year Diplomas Now is running in a school, there will be a significant decrease in the number of students with low attendance, poor behavior, limited effort, course failure and grade retention, as well as an increase in the number of students with strong attendance, high engagement, good course grades, increased achievement, and earned on-time grade promotion.

For the Diplomas Now model to succeed, it must be accompanied by organizational structures and the expansion of collaborative work time to make teacher’s jobs more manageable. First, significant effort must be put into climate-building so that teachers and administrators in the building have a shared, common purpose. Second, the school will be structured such that core teachers share common sets of students and work exclusively with these students for at least a year, and often for two or more years. Finally, the school day and week will be organized so that teachers have significant collaborative work time at both the inter-disciplinary team level (the core teachers who share students) and the subject level (i.e. all math teachers).

For all students – not just those exhibiting the highest off-track indicators -- the core curriculum is demanding and focuses on higher-order competencies, and utilizes technologies appropriate to these goals. Classroom organization replaces tracking with approaches – including cooperative learning approaches – that make student diversity in the classroom an asset rather than an impediment to learning and motivation. Cultural empowerment will be provided through instruction that is attentive to cultural patterns and norms, promotes cultural literacy, and helps students connect to and interpret their cultural traditions.

In the 2008-2009 school year, Diplomas Now was implemented in a large high-poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made Adequate Yearly Progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number of students in grades 6-8 who were off-track to graduation based on the key indicators of:

- Attendance – 52% decrease in students with less than 80% attendance
- Behavior – 45% decrease in students with three or more negative behavior comments
• Course failure in Math and English – 83% decrease in the number of students receiving an F in Math and 80% decrease in the number of students receiving an F in English

Building upon this initial success, schools and districts in New Orleans, Chicago, San Antonio, Los Angeles and Philadelphia implemented the Diplomas Now turnaround model in the 2009-10 school year, with commitments for expansion from additional districts this upcoming school year (2010-2011).

Brief Overview of the Diplomas Now School Turnaround Model

Talent Development
Talent Development, which serves as the fiduciary for Diplomas Now, will provide an integrated set of instructional, teacher and administrator support, professional development and organizational strategies which have proven effective in raising achievement, promotion, and graduation rates in the nation’s most challenged high poverty middle and secondary schools. These reforms include creating a more personalized learning environment for students and teachers by enabling teams of teachers to work with a common set of 75-90 students for one or more years, implementing challenging and coherent research-based school-wide instructional programs in the core subjects, providing extensive professional development supports for teachers and administrators and coordinated extra help courses for students. The Diplomas Now solution uses a teacher-friendly early warning system that alerts teachers as soon as students begin to demonstrate behaviors which, if left unattended, will begin to push them off the path to graduation. This early warning system in turn is linked to a tiered response system that combines both proven prevention and intervention strategies and steadily increases the intensity of supports until the behavior (attendance, behavior, effort, and course performance) is mitigated.

City Year
City Year will place a team of highly trained corps members (young adults up to 24 years of age) in each school four days a week from before school opens each day through the end of the after school programs for the entire year. These corps members will implement City Year’s rigorous Whole School Whole Child program, a model in which a diverse team (8-12 individuals) of corps members are deployed to schools to provide in-school academic support, implement positive school climate activities and run after-school programs to ensure students are on track to academic success and on-time promotion. Before entering the school, corps members receive one month of training in relevant subject areas such as tutoring techniques and behavioral management. The power of these teams of “near peers” who build strong relationships with students is quickly multiplied, as these corps members provide attendance monitoring, tutoring/mentoring and homework support to hundreds of students, and collectively enable schools to offer after-school and community service opportunities. City Year teams also provide assistance to teachers with the nuts and bolts of managing the data flow needed to operate and use the early warning tracking system, and operate school-wide school climate and
attendance programs. The City Year teams will be led by experienced team leaders and be in schools from Monday through Thursday. On Fridays, corps members will be involved in trainings, community service projects and leadership development sessions.

Communities In Schools
Communities In Schools will provide an experienced full-time on-site coordinator for each school, supported by both their local affiliate and the national organization. Putting into practice the community-based integrated student supports (CBISS) model, the site coordinator will work to assess the range, scale, and scope of the specialized intensive supports needed by students exhibiting the highest degree of off-track indicators. Following the needs assessment, CIS will bring in and monitor the organizations and individuals required to provide the identified supports. The CIS site coordinator will also organize whole school interventions, such as health screenings, career and college fairs and motivational events. In addition, CIS will make social service referrals, complete home visits, coordinate small group and individualized counseling sessions and develop peer support groups.
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.
The Diplomas Now model uses current and leading educational research to shape the foundation for all content and delivery systems and services provided. Research conducted by Talent Development at Johns Hopkins University and other research centers sheds valuable light on how the drop-out problem can be tackled, and drives the service development and implementation of Diplomas Now.

Through recent leading research, 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 schools is fed by two or middle 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 “off-track” indicators that predict student success in school:

1. Attendance – Secondary students who miss 10 or more days a year are at increased risk of drop out. Students who miss 20-30 or more days a year between the 6th and 9th grade seldom graduate. In high poverty districts it is not uncommon for 20, 30 and even 40 percent or 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: A better predictor of graduation outcomes than test scores. Typically co-occurs with either poor attendance or behavior. Students who fail math, English or any two courses in a given year between 6th and 9th grade are at high risk of dropping out.

The Diplomas Now model is built on such research-and evidence-based practices as creation of small learning communities, interdisciplinary teacher teams, extended learning periods (including the 4x4 block schedule at the high school level), distributed leadership, positive behavior and school climate supports, early warning indicators and tiered intervention strategies that include sustained 1-on-1 tutoring and mentoring relationships with young adult City Year corps members and intervention services provided by Communities in Schools, and instructional strategies that promote active student participation, such as cooperative learning, learning centers, and elective extra-help labs for struggling students.

Diplomas Now provides targeted interventions to students whose performance has been identified 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 can: identify which students are veering off track; provide differentiated types and levels of support to different students; and assess the impact of the work being done with each student over time. This research-based approach, and the Diplomas Now process of data-driven progress monitoring, allows us to deliver the right supports to the right students at the right time, helping to get them back on track – and stay on track – to high school graduation and post-secondary success.

Diplomas Now (DN) Impact
Piloted in 2008-09 at Feltonville Middle School in Philadelphia, the Diplomas Now (DN) model operated in 10 schools in the 2009-10 school year. Mid-year results are:

Chicago: 1 DN school – 100 students – 99% free/reduced price lunch. Decrease in # of students with lower than 85% attendance – 27%; decrease in # of students with 20 or more behavior infractions – 100%; decrease in # of students receiving an F in math – 75%; decrease in # of students receiving an F in English – 91%

Los Angeles: 2 DN schools – 4,019 students – 96% free/reduced price lunch. Decrease in # of students with at least 1 early warning indicator – 62%; decrease in # of students with unsatisfactory behavior marks – 34%; decrease in # of students receiving an F in math – 40%; decrease in # of students receiving an F in English – 43%

New Orleans: 3 DN schools – 1,376 students – 89% free/reduced price lunch. Increase in average daily attendance – 11%; decrease in # of violent incidents reports– 46%; increase in % of students passing 4 or more courses – 45%

Philadelphia: 3 DN schools – 1,847 students – 84% free/reduced price lunch. Decrease in # of students with lower than 80% attendance – 62%; decrease in # of students with 2 or more negative behavior marks – 37%; decrease in # of students receiving an F in math – 80%; decrease in # of students receiving an F in English – 70%

San Antonio: 1 Diplomas Now school – 740 students – 92% free/reduced price lunch. Decrease in # of students with lower than 90% attendance – 46%; decrease in # of students with a disciplinary action indicator – 82%; decrease in # of students receiving an F in math – 82%; decrease in # of students receiving an F in English – 77%

About Talent Development/Johns Hopkins:
Talent Development (TD) has extensive experience in effectively partnering with school districts to turnaround low performing public schools with populations similar to DPS’. Longitudinal evaluations of the program show that it improves student achievement in reading and language arts, math, and science, that it reduces the percentage of students who develop chronic poor attendance, poor behavior, or poor grades, increases students’ eventual graduation rates from high school, and
helps schools facing district or state sanctions due to weak performance and poor climate to remove themselves from the list of failing schools.

Effectiveness in whole school reform: A high-poverty urban school failing to meet AYP and facing reconstitution implemented TD. The results from 2 cohorts of students showed them outperforming students at the control site in math, reading, and science achievement gains, as well as in promotion rates, which led to the school’s removal from the reconstitution-eligible list.

Effectiveness in reading and language arts: Three studies show that students at TD schools outperformed students at control schools in reading comprehension achievement gains. For many, these gains were substantial: 54% of students at TD schools (vs 45% of control school students) gained over 5 normal curve equivalents (NCEs) during the middle grades. As a result, by the end of 8th grade, students in TD schools were significantly more likely to be classified as “proficient” readers and significantly less likely to be classified as “below basic” readers.

Effectiveness in math: Four studies show that students at TD schools had greater math achievement than students at control schools. For example, the third party evaluation of 8th grade math achievement found that TD schools beat baseline levels of achievement by increasing margins each year during the six-year study, and also outperformed control schools by substantial margins that increased with each additional year. In addition, TD schools made greater progress in closing the math achievement gap and reducing the number of students achieving at the lowest level.

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 (28% increase); and 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 model has similarly been shown to produce significant achievement gains and been linked to a 10% increase in graduation rates.

1 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

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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).**

Talent Development (TD) programs are comprehensive whole school reform models for large middle/K-8 and high schools facing serious problems with student attendance, discipline, achievement scores, and dropout rates. Developed at the Center for Social Organization of Schools at Johns Hopkins University, the Talent Development model includes organizational and management changes to establish a positive school climate; curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and community involvement to encourage college awareness; and professional development to support the recommended reforms. To support teachers and administrators in these efforts, an organizational/teaming facilitator from Talent Development will help ensure that teachers have the training, support, and assistance needed to effectively and continually operate the early warning and tiered intervention system. Attention will also be given to developing effective strategies which help middle/K-8 and high school teachers and administrators acquire a shared vision around a climate of helping all students stay on the path to high school graduation.

To implement and customize the Diplomas Now collaborative, a Talent Development staff of over fifty high trained organizational and instructional facilitators provides schools with up to five years of intensive technical assistance. These models provide comprehensive research-based and practice-validated instructional, organizational, teacher and administrator support, and professional development reforms. TD has also developed research-based curriculums in reading and math designed to close skill and knowledge gaps while at the same time developing students’ higher order thinking skills, as well as curriculums designed to teach important study and social skills.

The Diplomas Now model recognizes that student effort and teacher effectiveness can be greatly increased by implementing innovative approaches to school organization and staffing that allow teachers, students and families to establish strong bonds and close, caring relationships. Talent Development will assist each school in attaining judicious use of communal organization structures such as small learning communities, strategic semi-departmentalization, interdisciplinary teaming, and looping. To support teachers and administrators in these efforts, an Organizational/Teaming Facilitator from Talent Development will ensure that the teacher teams have the training, support, and assistance needed to effectively and continually implement these components.

The model relies heavily on a strong professional working relationship with and close and frequent communications between the team of Talent Development, City Year corps members, the CIS coordinator, and the principal, teachers and school staff. Talent Development facilitators provide training for developing an effective communications model for this collaborative. Collectively, the Communities In Schools site coordinator, the City Year team leader, and the Talent Development organizational/teaming facilitator will collaborate with the school’s leadership to ensure smooth coordination and deep integration of the new school design into the day to day workings of the school.
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)

Diplomas Now meets all federal guidelines for school improvement and can operate schools or work with existing school leadership and district turnaround efforts that meet federal and state requirements. Talent Development provides localization and customization to help schools meet district requirements, achieve adequate yearly progress, and comply with the federal Elementary and Secondary Education Act (ESEA, formerly known as NCLB). Comprehensive school reform, an important component of ESEA, helps schools implement effective, broad, scientifically-based school reforms, and Diplomas Now addresses each of the eleven components mandated in comprehensive school reform.

Diplomas Now schools implement standards-based instructional programs and curricula in four core subject areas that feature developmentally appropriate strategies, effective instructional practices, and linked assessments. An example is Talent Development’s Reading & English Language Arts curriculum – called Student Team Literature – which was recently identified by the National Staff Development Council as one of only 7 language arts programs out of the 450 programs reviewed that consistently improves teacher effectiveness and student learning in the middle grades. As part of the Diplomas Now customized approach for each school, Talent Development staff work with schools to align curriculum to specific state and district standards and benchmarks during the planning period. Once standards are aligned, the yearly review process ensures that changes in national or local standards are reflected.

The Diplomas Now model aligns with the state’s Process Cycle for School Improvement in the following manner: (1) Gather Data: Assist with completion of Michigan CNA and aligned Talent Development (TD) needs assessment tools. (2) Study/Analyze: TD facilitation of data analysis using CNA and TD aligned tools; determine alignment of TD model to needs identified by the needs assessment. (3) Plan: TD Technical Assistance Plan - planning and inclusion of TD model in School and District Improvement plan. (4) Do: Implementation of TD model; enacting Sustainability Plan through increasing local capacity; professional development and Ongoing Awareness Activities for stakeholders. (5) Gather Data II: Quarterly data reports; Climate and Instruction Survey; quarterly implementation review meetings.

The Diplomas Now model aligns to federal requirements for School Improvement Grants as follows:

1. Developing teacher and school leader effectiveness. TD works with school and district leaders to analyze student needs and create a responsive staffing plan. Small learning community and team structures provide progressive leadership roles for career growth, while teaming and flexible scheduling support staff success and commitment in high-challenge environments.

2. Comprehensive instructional reform strategies. TD provides fully developed, research-based curricula in literacy, math and other areas that engage young
learners, close skill gaps, and promote standards-based, college preparatory achievement. Extra help courses and computer-assisted labs offer double and triple doses of support for students who need it. The TD model allows leaders and instructional teams to use common planning time to analyze course performance, attendance, and behavior data to assess student progress and coordinate individualized responses. TD’s data analysis capacity offers schools regular snapshots of performance indicators.

3. Extending learning time and creating community-oriented schools. TD schools’ extended class period of 90 minutes in a 4x4 block schedule allows time for differentiated instruction and double doses of math and English; an optional 4x4+1 format extends the school day with advisories, arts, enrichment, and college/career counseling. TD schools implement a School, Family and Community Partnership Action Team based on the National Network of Partnership Schools’ six types of family and community involvement, based on Johns Hopkins University research.

4. Providing operating flexibility and sustained support. TD works with schools to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, community partnership development, and even collective bargaining. Partnering with TD provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation of reforms (organizational and instructional) of TD’s transformation/turnaround model.

Additionally, Diplomas Now (DN) aligns to the Michigan School Improvement Framework as follows: (1) Teaching for Learning: DN provides TD curriculum; double-dose courses; extended learning periods; instructional coaching and professional development; literacy and math labs; formative and summative assessment support. (2) Leadership: DN support includes school leadership team; organizational facilitator support; academy & teacher teams; support for district strategic planning; data-driven decision making processes; school climate support. (3) Personnel and Professional Learning: DN provides an organizational facilitator; instructional coaching; pre-service professional development. (4) School and Community Relations: DN support includes National Network for Partnership Schools; off-site opportunities in career academies; community participation in school celebrations; report card conferences. (5) Data and Information Management: DN support includes Early Warning Indicators and related data analysis protocols; quarterly data reports; school climate and culture survey.

The structure of the DN model assures that every student can take the Michigan Merit curriculum coursework. All Talent Development reading and mathematics curricula aligns to Michigan grade level content expectations and high school content expectations as well as to the ACT College Readiness Standards for math, reading, English, and writing. Additionally, Diplomas Now works with schools and districts to ensure special education students, English language learners, and other special populations of students have appropriate, equitable access to all components of the Diplomas Now program.

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2010-11 Section 1003(g) School Improvement Grants
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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.
The Diplomas Now model, including the three collaborating entities of Talent Development, City Year, and Communities in Schools, is committed to developing local capacity to support and sustain their model. Diplomas Now works with a school and district to develop an implementation and sustainability timeline, with the goal of ensuring that at the end of the grant period, the school is meeting the student outcome benchmarks, and can implement all components of the Diplomas Now model without technical assistance or external support. It is also our goal that successful implementation of the Diplomas Now model can increase school achievement and student attendance, resulting in greater student retention and a corresponding increase in school funding. Ultimately, Diplomas Now can be sustained through the school's Title 1 budget as the school builds whole school capacity around the Diplomas Now model.

Through its work conducted over the past 16 years, Talent Development has learned that for school reform to be successful, school districts and building level stakeholders must continue new practices without a continued reliance on external partners. In order to ensure that LEAs and schools sustain the Talent Development structures and strategies, Talent Development works with partners to develop a sustainability plan that becomes part of its memorandum of understanding with districts and schools. As Talent Development works with the school, this sustainability plan helps guide the work and ensures that the district and school are building local capacity to sustain the Talent Development model without a reliance on technical assistance.

In order to meet this goal, the implementation and sustainability timeline includes several types of actions and activities that relate directly to sustaining the model beyond the grant period. In Diplomas Now schools, Talent Development organizational facilitators work with the school’s administrative team to examine and reallocate existing resources to support a comprehensive school reform plan. These include the local budget, master schedule, and staffing. Talent Development staff also helps schools identify and seek external funding sources through state and federal grants and business partnerships.

A key step of the sustainability plan focuses on creating a strong system of distributed leadership in the school to ensure a sense of local ownership of the school reform process. As part of the implementation process, schools create leadership teams and academy teams that engage in the strategic planning and ongoing decision making that drive implementation of the Diplomas Now model and improved student outcomes. This system of distributed leadership and accountability ensures that schools “own” their school reform plan. In order to ensure that the leadership team and academy teams feel empowered to carry out this work, Talent Development provides significant professional development and facilitation to provide resources, protocols, and strategies that build the capacity of the distributed leadership system.

In order to ensure sustainability, Diplomas Now schools complement distributed leadership systems with a focus on peer-driven, job-embedded professional development. To this end, Diplomas Now requires all schools to select a mathematics coach, reading coach, and an organizational facilitator for each of its
schools. Talent Development works with this team of local supports to ensure they develop an expertise regarding the Diplomas Now model and can provide job-embedded professional development beyond the grant period. Throughout Talent Development’s work with the school over the grant term, this local support team learns to provide training to new staff members, conducts pre-service professional development, engages in job-embedded professional development, and collects and analyzes all necessary data. By the end of the grant term, the local support team can provide all of the critical activities related to the implementation of the Diplomas Now model without the need for external technical assistance.

Diplomas Now builds the capacity of this local support team in several ways during the 3-year period. Talent Development coaches and organizational facilitators attend annual conferences focused on their work, engage in monthly professional development sessions, and participate in national network of coaches and facilitators who share best practices regarding professional development in the Diplomas Now model.

In addition to creating a strong system that supports sustainability at the school level, Diplomas Now also focuses on several critical steps towards sustainability at the district level. In addition to ensuring a strong understanding of the model among district staff, Diplomas Now also engages in regular communication with district staff related to the progress of implementation. This communication includes formal quarterly reports that provide student outcome data, progress towards implementation, and next steps towards full implementation. Talent Development staff also works with the district to ensure that the Diplomas Now model is embedded within the district’s strategic plan. Further, Diplomas Now works with the district to conduct a resource analysis to ensure that the district fully understands and commits to funding the staffing model for Diplomas Now schools, including the local support team, after the conclusion of the School Improvement Grant. Progress towards implementation, impact on student outcomes, and anticipation of commitment of local resources after the conclusion of the grant are all regularly communicated with the school board and other critical decision makers.

Once schools have implemented the Diplomas Now model, we invite schools to remain actively engaged in the network of Diplomas Now schools after the conclusion of the grant period. These “emeritus” schools benefit from hearing about successful practices at other Diplomas Now schools across the country, receiving the Momentum newsletter published by Talent Development High Schools, and engaging in regular communication with the Diplomas Now team regarding successes and challenges at their individual school. These schools also host visits to their schools from schools seeking to learn more about successful school reform and the Diplomas Now model. There are no fees associated with this type of relationship between Diplomas Now schools, but the ongoing communication can help reinforce implementation and a continued commitment to the Diplomas Now model after the grant period concludes.
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 primary staff involved in the delivery of the Diplomas Now model is as follows:

Doug Elmer – Midwest Regional Manager, Talent Development High Schools
Doug Elmer is Talent Development High Schools’ Midwest Regional Manager, and manages high school reform projects in Illinois, Michigan, Nebraska, and Missouri, along with a team of instructional facilitators. He previously served as Kansas City Field Manager and has been an instructional coach for three years in Philadelphia as well as a language arts teacher in Newark, NJ. He holds a B.A. in English and an M.Ed. in Education Leadership, and is a Ph.D. candidate in Education Policy.

Kathy Nelson - Director of Implementation, Talent Development Middle Grades
Prior to joining Talent Development, Kathy Nelson was program director at UCLA’s School Management Program, providing executive management training to K-12 practitioners and administrators implementing whole-school change. She has experience in curriculum design for secondary social studies programs in the U.S. and abroad and has taught middle and high school social studies and English. She holds a B.S. in secondary education and is a candidate for an M.Ed. in Curriculum and Instruction.

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.

Charlie Anderson – Executive Director, Communities in Schools Detroit
Charlie Anderson is a native Detroiter, and came to CIS with twenty-four years of experience as a Detroit high school teacher and counselor as well as ten years of community-based youth and community development. CIS facilitates hundreds of services in more than 60 schools in Southeastern Michigan, coordinates after school services in 42 schools in Wayne County, and manages a Community Technology Center, volunteer services, and a warehouse of incentives for students.

Talent Development will look for additional staff who are fully qualified educators with hands-on experience teaching in challenging school environments, as well as effective communicators with the ability to provide professional development and on-site support to instructional staff. Candidates must have a proven track record of providing quality instruction in an engaging manner that foster a positive school environment.
climate and participatory learning. Communities in Schools and City Year Detroit will also look for staff who are fully qualified for their positions. All staff must be familiar with and fully committed to the core philosophy and components of the Diplomas Now model and able to work as members of the Diplomas Now team as well as interact effectively with all stakeholders, including school leadership, teachers, students, and parents. They must have excellent planning and coordination skills and be capable of using data to inform improvement in instruction and classroom management, as well as training others to do so.

SEE ATTACHEMENTS FOR STAFF VITAE
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.
• **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**
Dr. Robert Balfanz
Center for the Social Organization of Schools
Johns Hopkins University
3003 N. Charles St.
Baltimore MD 21218

Education

Professional Experience
Principal Research Scientist, for Social Organization of Schools
Johns Hopkins University, 2008-Present
Research Scientist, Center for Social Organization of Schools
Johns Hopkins University, 2002-2007
Associate Research Scientist, Center for the Social Organization of Schools,
Johns Hopkins University 1996-2002
Senior Author/Developer, School Mathematics Project-Elementary Component
University of Chicago 1991-1996

Professional Activities and Awards
• Co-Director Everyone Graduates Center, Johns Hopkins University
• National Governor’s Association, Dropout Prevention Advisory Panel, 2008
• Every Child a Graduate Award-Alliance for Excellence in Education 2007
• Advisory Panel, College and Career Transitions Initiative, U.S. Department of Education
• Maryland Mathematics Commission 1999-2000
• Editorial Board Member, NCTM, Math in the Early Years, 1996-1998

Selected Recent Scholarly Publications
Books

Articles and Book Chapters (First and Co-Author)

Balfanz, R., Herzog, L. & MacIver D. (2007) Preventing Student Disengagement and Keeping Middle Grade Students on the Graduation Path in Urban Middle-Grade Schools: Early Identification and Effective Interventions Educational Psychologist 42(4) 1-13


Students in a High Standards Era” Journal for Vocational Special Needs Education
25(1) 24-41


Grants and Contracts

- Principal Investigator-College Know How Project-Institute of Educational Sciences, US Department of Education, June 2008 to June 2011 $1,200,000
- Co-Principal Investigator-Baltimore Educational Research Consortium-Spencer, Gates, OSI, Abel, Anne E. Casey and Blaustein Foundations, Oct 06-Oct 08, $400,000
- Principal Investigator-Dual Agenda-Raising Graduation Rates and Achievement-Carnegie Corp- Sub-Contract from Achieve $50,000 June to Sept 2006
- Philadelphia Out of School Youth Project-Calculating the OSY Rate in Philadelphia-William Penn Foundation, Sub-Contract from UPenn- Sept 2005-May 2006-$70,000
- Principal Investigator- “Middle Grades Dropout Predictors and Dropout Prevention Study” William Penn Foundation. July 2004-July 2006, $500,000
- Principal Investigator “The Impact of a Middle Grades Math Extra Help Lab” Institute of Educational Sciences, US Department of Education Aug 2005-Aug 2008, $600,000
- Co-Principal Investigator on "Investigating the Big Ideas: A Mathematics Program for Pre-School and Kindergarten Children” NSF #ESI-9730683 June 1998-June 2002, $1,000,000 total $370,000 to JHU
• Associate Director and Co-PI on “Increasing the Technical Capacity of the Talent Development Middle School Model” - U.S. Dept of Ed/OERI. Oct. 1999- Oct. 2000 $475,000
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

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 $1 million 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.)


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.

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

(continued)
Community service (continued):

Previous community service – 1976 forward:
- 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
- Detroit’s Promise – “The Alliance for Children” (founded by then General Colin Powell) 1997-2000
- University of Michigan Alumni Association Board – 1990-96 representing Camp Michigania
- Detroit Youth Foundation Task Force – Steering Committee to spin off from Kellogg Foundation, 1998-2001
- 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:
- 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)

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.

February 2009