

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:

davidsonk1@michigan.gov

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

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

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

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

Contact Information

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

Kristine Davidson
Consultant
Office of Education Improvement & Innovation

OR

Gloria Chapman
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4226

Email: davidsonk1@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			
27-0607089		Esperanza Detroit			
3. Name of Entity as you would like it to appear on the Approved List					
Esperanza Detroit					
4. Entity Type:		5. Check the category that best describes your entity:			
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input checked="" type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)			
		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____			
6. Applicant Contact Information					
Name of Contact Cecilia Zavala		Phone 313-638-1247		Fax 313-638-1257	
Street Address 2000 Wabash		City Detroit		State MI	Zip 48216
E-Mail Cecilia@EsperanzaDetroit.com		Website www.EsperanzaDetroit.com			
7. Local Contact Information (if different than information listed above)					
Name of Contact		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 checked="" type="checkbox"/> Statewide					
Intermediate School District(s):			Name(s) of District(s):		

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: n/a

In what capacity are you employed or do you serve (position title): n/a

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

Support systems to ensure student and teacher success and sustain improvement

Esperanza Detroit’s Student Advocate Program involves intensive, customized work with individual schools through onsite staff that collaborate with school leadership teams and focuses on the specific culture and climate needs identified by the school. The goal of the Student Advocate Program is to create, support and maintain a positive school climate. School climate sets the tone for all the learning and teaching done in the school environment and it is predictive of students’ ability to learn and develop in a healthy way. Student Advocates help to create a positive school climate that directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

Partnership with Esperanza Detroit provides schools with trained personnel, “Student Advocates” and a “Parent/Community Liaison” that work with school staff to identify students who are at risk behaviorally and increase parental involvement. Advocates build rapport with students by greeting them each morning and monitoring them in the halls during class exchange, this also allows the Advocates to look for early warning signs of potential disagreements that could escalate into fights. Student advocates are able to assist school administration in communicating with non-English speaking parents and provide mediation services. Advocates monitor lunch and dismissal to ensure that the school environment is a safe and peaceful one that maximizes the students’ ability to achieve academic success. Esperanza Detroit utilizes restorative practices with students. This teaches them how to listen to others, how to accept each other’s differences and how to solve problems peacefully.

The function of the Parent /Community Liaison is to improve parent and family involvement in the school community, to serve as a liaison between the school itself and the students' families. The Liaison coaches parents on how to become more involved and is responsible for attending both school and community meetings. The Liaison endeavors to improve communication between home and school.

Esperanza Detroit focuses on four major categories of school climate: safety, supporting teaching and learning, interpersonal relationships and the institutional environment. In addition, Esperanza supports school Leadership and provides Professional Development.

Conditions for Learning: Key Aspects of School Climate Which Support Enhanced School Academic Outcomes	
Students are safe <ul style="list-style-type: none">• Physically safe• Emotionally and socially safe• Treated fairly and equitably• Avoid risky behaviors• School is safe and orderly	Students are supported <ul style="list-style-type: none">• Meaningful connection to adults• Strong bonds to school• Positive peer relationships• Effective and available support
Students are challenged <ul style="list-style-type: none">• High expectations• Strong personal motivation• School is connected to life goals• Rigorous academic opportunities	Students are socially capable <ul style="list-style-type: none">• Emotionally intelligent and culturally competent• Responsible and persistent• Cooperative team players• Contribute to school community

Esperanza Detroit currently provides services to over 10,000 youth each day through our innovative Student Advocate Program at the following schools:

1. Western International High School
2. Pershing High School
3. Denby High School
4. Mumford High School
5. Henry Ford High School
6. Earhart Middle and Elementary School
7. Foreign Language Immersion and Cultural Studies
8. Phoenix Academy
9. Mason Middle and Elementary School
10. Bennett Elementary School
11. Marquette Middle and Elementary School
12. Munger Middle and Elementary School

In a survey conducted in 2013 by Esperanza Detroit with parents at Western International High School, 82% of parents were very satisfied/satisfied with the overall school climate. According to focus groups of parents conducted by Esperanza Detroit In 2011 when the program first began, the overall perception of school climate at Western International High School was negative. The school was perceived as “dangerous and full of gangs”. In a 2014 focus group, parents described the school as “a place where my children are accepted and safe.” “Western International High School cares about its students and their success.” “The school is very clean and quiet.” In a parent interview from 2014, one parent who transferred their child from Divine Child to Western International said that he did so because of the “leadership and safety of the school and the commitment and caring Esperanza Detroit Students Advocates.”

Content and Delivery Systems

The Student Advocate Program incorporates the following mechanisms which have proven to result in dramatic and sustained improvement linked to student achievement:

- Project a welcoming and supportive environment for all students.
- Ensure the school’s behavioral expectations for students are communicated, and ensure a safe and supportive environment.
- Ensure students are learning empathy.
- Assist in reviewing, and amending, safety and security procedures to ensure that all areas to which students have access are well monitored and supervised, including stairwells, hallways, locker rooms and athletic facilities, outside play areas, cafeteria, auditorium, etc.
- When students do not meet behavioral expectations, Esperanza Detroit works with the school to ensure equitable access to support and disciplinary accountability.
- Disciplinary data is regularly reviewed with the school in order to bring multiple perspectives and disciplines to the process.
- Assist the school in welcoming the families of all students into the school community.

- Assist the school in engaging and encouraging parents to work as partners in their children's learning.
- Assist the school in referring students and their families to community resources to remove barriers to student achievement and family success.

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

- **Conduct a school-wide assessment.** The first step in the process is to evaluate the school's current climate for learning and identifies areas that need improvement. The assessment provides answers to the concerns vital to school success, such as: Is my school safe? Do students and faculty believe they are learning in a safe environment? What areas, if any, could use improvement? Are there subsets of the school community who perceive the school climate more negatively than others? Do we have effective rules and norms? How can this information be used to promote student learning and positive school improvement?
- **Develop specific action plans.** After measuring school climate the school will receive an easy-to-understand, graphic-rich report that details key findings and provides recommended guidelines, resources and data charts that help begin the process of translating results into specific action plans.
- **Facilitate dialogue and strengthen communication and collaboration among staff members as well as between staff, students, parents and community leaders.** Measuring school climate shows the entire school community that their experiences and perspectives are valued. The findings also provide a springboard for building community, promoting student participation and voice and developing school-home-community partnerships. Esperanza Detroit uses periodic assessments as a way to connect schools with their community—staff, students and parents—in order to get a sense about what is and is not working.
- **Support for continued school improvement.** Evaluate current efforts and programs (ex. peer mediation, risk prevention, health promotion, anti-bullying) in a scientifically-sound manner. Periodic assessment of school climate allows school leaders to understand whether or not these efforts are promoting student learning and their healthy development.

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

Esperanza Detroit is applying to be a limited Partner Provider, only providing services that relate to improvement of school culture and climate. As a part of our program, Student Advocates complete daily activity logs, parent surveys, student surveys, faculty surveys and community surveys. All data collected is done as a part of our process and outcome evaluation. Reports are given to school leaders in order to guide the program and track improvements.

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

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.

The student advocate program at Western International High School was conducted as a part of the School Improvement Grant from 2011-2014. Over the course of the three years that this program has been in place there has been significant improvement in school culture and climate.

For example at Western International High School:

- Threats of Violence/Coercion have decreased 50% from the 2010/11 school year to the 2013/14 school year.
- Verbal Abuse has decreased 67% from the 2010/11 school year to the 2013/14 school year.
- Fighting has decreased 76% from the 2010/11 school year to the 2013/14 school year.

Student Advocates help to create a positive school climate that directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement as evidenced by the following data from Western International High School:

- ACT Composite Scores:
2010: 15.8
2011: 15.1
2012: 15.7
2013: 16.4
- MI State "Top-to-Bottom Ranking"
2011: 9th percentile
2012: 6th percentile
2013: 23rd percentile
- Graduation/Dropout Rates:
2010-2011: Graduation, 70.91%, Dropout, 20.67%
2011-2012: Graduation, 74.86%, Dropout, 17.51%
2012-2013: Graduation, 83.25%, Dropout, 13.14%

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.

Esperanza Detroit uses current and prominent educational research to form the groundwork for all content and delivery structures and services. A comprehensive study of multiple urban high poverty school districts concluded that there are three key "off track" indicators that predict student success:

- 1) Attendance – Secondary students who are absent 10 or more days in a year are at increased risk of falling of track to graduation. Students who are absent 20 or more days of school in a year between the sixth and ninth grade (for other than health reasons) seldom graduate. In school districts with that serve high poverty populations it is not uncommon for 20%, 30% and even 40% or more of students to exhibit this level of absenteeism in middle and high school.
- 2) Behavior – while out of school suspensions can be highly predictive of student drop outs, so also can sustained mild misbehavior such as incomplete assignments, acting out in class and getting into disagreements with teachers.
- 3) Course Failure in Math or English – Students who fail Mathematics, English or any other 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 that live in impoverished communities whom exhibit just one of these indicators between the 6th and 9th grade typically have less than a 25% chance of graduating. 78% of all students at Western International High School, the largest SIG high school the Student Advocate Program operates in is economically disadvantaged, and are eligible for free lunch.

Esperanza Detroit's Student Advocate Program supports students whose poor performance in attendance, behavior and/or course performance has been identified by their teachers and counselors. Utilizing the aforementioned data collection and analysis method, Esperanza Detroit is able to assess the impact of the work being done with each student. It is this ongoing process of data-driven progress monitoring that allows Esperanza to deliver the right support to the right students at the right time. By using this research-based approach, Esperanza is able to increase positive school climate thus allowing for academic success.

A key component of the Student Advocate Program is trained personnel who are native to the communities in which the schools are located that can strengthen parental involvement by communicating the expectations of the school district in the native language of the parents. Over 62% of the students at Western International High School, the largest high school we serve are Hispanic and whose first language is not English. Approximately 1100 students were identified for the ELPA exam last year. Parental Involvement was minimal in PTSA in the community of Southwest Detroit, Parent Teacher Conferences, and school in general. Results from parent surveys show apathy toward education and standardized testing.

Esperanza Detroit has developed a strong and lasting connection with parents, and that trust bestowed upon Esperanza alleviated many of the aforementioned problems by establishing deep-rooted relationships with all stakeholders. Research by Maslow clearly shows that student academic achievement is directly correlated with meeting the special and personal needs of parents and students. Esperanza Detroit has the capabilities and expertise to assist in that endeavor.

This component is focused on providing youth with the skills that will enable them to change their behaviors in order to function appropriately in the community. Staff also

provide Gang Mediation & Crisis Intervention on an individual, as needed basis. The outcome of this program will be; increased student attendance, improved learning climates and higher academic achievement for all students.

Esperanza Detroit utilized these related research findings to develop our program model:

- What Your Community Can Do To End Its Dropout Crisis, Learnings from Research and Practice by Robert Balfanz, National Symposium on America's Silent Epidemic, Washington, D.C., May 2007.
- Unfulfilled Promise, The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005 Ruth Curran Neild, and Robert Balfanz, October 2006
- What Does It Cost to Operate a High School Organized into Small Learning Communities?
- High School Small Learning Communities, U.S. Department of Education, March 2006
- Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York. G. Biancarosa, C. E. Snow, Alliance for Excellent Education, 2004
- Diplomas Count. Education Week special report, June 22, 2006
- One-Third of a Nation: Rising Dropout Rates and Declining Opportunities by Paul E. Barton. Educational Testing Services, February 2005

The following citations represent some of the results of Talent Development High Schools:

- What Works Clearinghouse, Intervention Report, Dropout Interventions
Institute of Education Sciences rated Talent Development High Schools “potentially positive effects” for progressing in school. July 16, 2007
- Making Progress Toward Graduation, Evidence from the Talent Development High School Model
James J. Kemple, Corinne M. Herlihy, and Thomas J. Smith, MDRC, June 2005.
Accompanying video report, www.mdrc.org Go to video archives, April 2007
- Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning Policy Brief, National High School Center at the American Institutes of Research, Washington, D.C., 2007.
- Toward Ensuring a Smooth Transition Into High School
Issue Brief, National High School Center at the American Institutes of Research, Washington, D.C. 2007.
- Comprehensive School Reform Quality Center (CSRQ) Report on Middle and High School Comprehensive School Reform Models
Washington, D.C., October 2006
- The Talent Development High School Model, Context, Components, and Initial Impacts on Ninth-Grade Students' Engagement and Performance
James J. Kemple, Corinne M. Herlihy, June 2004.
- No Child Left Behind Act; Education Could Do More to Help States Better Define Graduation Rates and Improve Knowledge about Intervention Strategies
Government Accounting Office, September 2005.

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).

Describe how a job-embedded professional development plan will be put in place

Esperanza Detroit's professional development curriculum is designed around the Failure Is Not an Option Six Principals- A system reform model for continuous improvements.

Esperanza Detroit works with the school leadership team to incorporate a Positive Behavioral Support System, a systemic, school-wide approach that is explicitly integrated into a school's strategic planning and school improvement process that coaches teachers in

- (a) Creating and sustaining positive classroom climates and safe school settings;
- (b) Facilitating the social, emotional, and behavioral development and needs of all students;
- (c) Increasing students' interpersonal, social problem solving and conflict resolution skills over time;
- (d) Maximizing parental engagement

All professional development services are tailored to meet the specific needs of each school and focuses on the four major categories of school climate: safety, supporting teaching and learning, interpersonal relationships and the institutional environment. Additionally, Esperanza supports school Leadership by:

- Collaborating to build a plan of action with the school faculty and leadership to achieve their agreed upon targeted priorities, using a collection of key strategies and activities aligned with their needs and goals.
- Introducing and modeling protocols, processes, norms, roles and responsibilities that contribute to the collaborative culture, aimed at a shared purpose and targeted goals.
- Introducing and modeling facilitation and change management skills to inform the work of building an environment of shared leadership and shared accountability.

Due to the complex evolving needs of students and parents, a wide range of skills is addressed; many of the main ideas of the workshops will be evaluated with the teachers on a regular basis to establish dialogue on what is working and what needs to be revised. The expectation is for teachers to continually use the strategies developed in the classrooms and collaborate with Esperanza Detroit on any social support referrals.

At Western International High School and Pershing High School, Esperanza Detroit has successfully conducted professional development for teachers, support staff and school leadership teams in the areas of school safety, parent/community engagement, and school culture and climate. These trainings are done in conjunction with planed Professional development days with the District.

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

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)

In working with the Detroit Public School District and the Education Achievement Authority, aligning with Title I requirements and specific state requirements for School Improvement, Esperanza Detroit has been very successful in applying and adapting our services, curriculum and facilitation processes to accommodate state and district needs. Esperanza Detroit's goal is to align with requirements and adjust program content to address specific school and district needs. These needs are identified in meetings with the district leadership to clarify Michigan's current goals, priorities, and needs.

Esperanza Detroit's Student Advocate Program is designed to integrate and align with state, district, and individual school improvement plans to provide a portfolio of comprehensive support services to improve achievement of students who display poor performance in attendance, behavior, and course performance, as well as service to improve the culture and learning environment of the school. As such, Esperanza Detroit's Student Advocate Program is capable of operating in both a Targeted Assistance Title I school and in a School-wide Title I school.

Section 504 of the Individuals with Disabilities Education Act

Specific targeted instructional priorities with pre and post assessment and progress monitoring are implemented for students with special needs along with appropriate structures and processes for achieving success with all students.

The Michigan Comprehensive Needs Assessment:

The assessment needs are addressed in the startup phase of the program to customize and adjust curriculum as indicated by leadership input and pre-assessments. The process monitoring assessments contribute to tracking and reporting this data to the school leadership team thereby monitoring and assessing the impact of the *Hope-School Transformation Model*.

Individual School / District Improvement Plan

The school improvement plan has universal aspects and unique attributes according to Michigan and Detroit Public School District policies, needs and structures in place. Esperanza Detroit works with district/school leadership in clarifying the needs and current practices to align with the agreed upon requirements. Each school has their own school improvement plan that addresses their target priority goals, the roles and responsibilities of the school leadership team members, and the structures, process and protocols learned and practiced. These are consistent throughout Esperanza Detroit's offering.

The leadership of Esperanza Detroit also has a successful track record of meeting state and federal requirement, particularly related to federal grants. Additionally, Esperanza Detroit's comprehensive financial policies follow Federal IMB Circular A-122 Cost Principal to ensure reasonableness, allowability and allocations of grant costs.

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)

Esperanza Detroit will assist the schools in creating their sustainability plan by focusing upon the following fundamental elements:

- **Building Collaboration**-Strategically considering whose support is needed in each community, and developing appropriate outreach efforts and vehicles for involvement in the school, and utilizing their resources to contribute to both the quality and sustainability of the school improvement.
- **Advocating for Support**-Rallying leaders from education institutions, businesses, parents, government and community and encouraging them to use their power and influence to generate support for the school.
- **Finding Funding**-Determining the resource that will be needed and systematically developing a variety of financing strategies and funding sources to provide a diverse and stable base of resources over time.

Esperanza Detroit will assist schools in building the capacity to maintain the reform and expand on it through the use of district and school-wide Title I funds that are available annually. The most expensive components of the reform will already be in place after the first three years, and all that remains will be replacing perishables, update technology, and provide continuous training to teachers to maintain and sustain the required turnaround reform.

The use of outside experts, and additional staff will be slowly phased out after the three years, since teachers, administrators, and all stakeholders will be provided with the needed training and means to become self-sufficient and capable of performing any analysis or reform that need to be addressed. The school's capacity to deal with change to continually adapt and meet the needs of the state, district, and students will increase and streamlined into an efficient model of reform. Esperanza Detroit's leadership will continually assesses and modify its role and responsibilities to meet ongoing needs and expectations of the students and school.

The success of the program will be utilized to enhance the prestige of individual schools and School District's and transform them into some of the best schools in the country where the social and academic needs of the students work hand in hand to become part of the reform process and change the status quo.

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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)

Michael Vazquez, Co-Founder and Chief Executive Officer of Esperanza Detroit - is a resident of Southwest Detroit, with over 25 years of experience working with youth and young adults throughout the Metropolitan area. His past experience includes working at the Pontiac Neighborhood Corps to develop job training programs for young adults; working with middle and high school-age youth as a Youth Specialist and Assistant Director of Youth Services at Latino Family Services; Dean of Students at Holy Redeemer High School; and Educational Technician for the Bilingual Program at Southwestern High School. He has had substantial training in youth work, substance abuse and violence prevention, as well as job training programs. Mr. Vazquez had been working at Detroit Hispanic Development Corporation for the past 13 years as a manager of various youth programs. He was formally the Youth Services Director where he oversaw services in 5 schools to over 4,000 middle and high school students.

Cecilia Zavala, Co-Founder and Chief Operating Officer of Esperanza Detroit - was born and raised in Southwest Detroit and has over 18 years of experience working with youth and adults. Her past experience includes working at Latino Family Services as the Supervisor of the Prevention Department implementing counseling and testing services to high -risk adults. She then began work as the Interim Director of the Southwest Detroit Community Self Sufficiency Center where she coordinated activities of the steering committee to develop a resource center for community residents. Ms. Zavala worked with youth and adults at Detroit Hispanic Development Corporation for 13 years as the Director of Programming. During her tenure as Director of Programming, Ms. Zavala successfully ran the Urban Arts Academy High School, an alternative high school with Detroit Public Schools for students age 17-21.

Valerie Brock, Professional Development Director – a native Detroiter, Ms. Brock has her Master’s Degree in Educational Leadership and her k-12 School Administrator Certification. She supervised, developed, implemented and evaluated the Student Advocate Training Program for Esperanza Detroit since December 2012. Ms. Brock has over 30 years of experience in Education as a teacher and school administrator. She works in conjunction with Esperanza Detroit’s leadership team to develop the trainings we offer as a part of our Student Advocate Program.

Michael Vazquez
2000 Wabash
Detroit, MI 48216
313-638-1247

MILITARY SERVICE

1983 to 1988 United States Air Force – Law Enforcement

EMPLOYMENT

2010 TO PRESENT – CHIEF EXECUTIVE OFFICER AND CO-FOUNDER, ESPERANZA DETROIT

Responsible for the youth advocacy and violence prevention at 12 Detroit Schools; Collaborate with over 75 community agencies throughout Detroit providing training, gang awareness, and cultural awareness. Projects include eliminating blight and decay by renovating vacate or abandon homes and providing them to a family in need. Work with the Board of Directors, which is incorporated as one 501.c.3 in both State and Federal governments.

1997 TO 2010 – ASSISTANT DIRECTOR OF PROGRAMMING, DETROIT HISPANIC DEVELOPMENT CORPORATION

Responsible for the staff supervision and program implementation. Built the organization from 3 staff to 45 full time staff members. Developed and managed the organization through an integrated strategic planning process, initiating and implementing many innovative programs such as after school programming, tutoring, gang and cultural awareness. Created substantial training in youth work, substance abuse and violence prevention, as well as job training programs.

1994-1996 - DIRECTOR OF STUDENT AFFAIRS, HOLY REDEEMER HIGH SCHOOL

Responsible for supervising over 450 students. Provided youth advocacy to increase attendance and teacher support. Supported disciplining the students and created a positive resources to aide in teacher support. Provided counseling and guidance, which promotes higher academic achievement for all students. Implemented a baseball program that encourages academic excellence in pursuit of a college education.

PROFESSIONAL EXPERIENCE

2010 TO PRESENT – CHIEF OPERATING OFFICER AND CO-FOUNDER, ESPERANZA DETROIT

Responsible for the youth advocacy and violence prevention at 12 Detroit Schools; Currently managing 36 full time staff members, 32 of those staff members are student advocates that focus on creating positive school climate, helping to improve learning environment, which in turn promotes higher academic achievement for all students. Presently managing an annual budget of over \$1.6 million in funding. Build the visibility and outreach of this nonprofit agency through aggressive public relations, networking and visibility campaigns. Work with the Board of Directors, which is incorporated as one 501.c.3 in both State and Federal governments.

2005-2010 URBAN ARTS ACADEMY HIGH SCHOOL PRINCIPAL & DIRECTOR OF PROGRAMMING -

Detroit Hispanic Development Corporation-Detroit,
Academic Curriculum Development / Staff Management / Grants Procurement & Research / Strategic Planning / Professional Development / Evaluation 2005-2010

Provided overall leadership for the High School academic programs and activities. Assessed needs and ensured that program objectives were met. Coordinated activities of the Program Committee. Provided direction and supervision of the Assistant Director of Programs, and Program Management Team.

2003-2005 DIRECTOR OF YOUTH DEVELOPMENT, COUNSELING, PREVENTION SERVICES

Detroit Hispanic Development Corporation – Detroit, Michigan

Responsible for program staff and school faculty supervision, team building, evaluation and oversight of day-to-day operations of all programs providing services to youth and young adults as well as HIV prevention services under this department. The Department Director was accountable for development, funding acquisition, implementation and evaluation for all programs and school activities in this department.

Selected Contributions:

- Supervision of 22 staff, including teachers, counselors, data managers, program managers and youth specialists.
- Managed \$1.9 million department budget, which included funding from local, state, federal and private sources.
- Successfully established Urban Arts Academy High School (2005-2006).
- Development of five-year strategic plan for department.
- Conducting community needs assessment.

1999-2003 PREVENTION PROGRAMS COORDINATOR

Detroit Hispanic Development Corporation – Detroit, Michigan

Responsible for ensuring adherence to program and agency policies and procedures; client recruitment, assessment and registration, documentation of program activities, report writing, grant writing, data collection/entry, and quality assurance. Supervision of all program staff, implementation of program activities including counseling, testing and referral, outreach, peer education and skills building workshops.

Selected Contributions:

- Successfully maintained and increased client base by designing and implementing strategic client-retention projects.
- Planned, wrote and received grants totaling \$3,738,380.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

1999 INTERIM DIRECTOR

Southwest Detroit Community Self-Sufficiency Center– Detroit, Michigan

Worked with steering committee to move project from planning to implementation stage. Planned and facilitated community/business forums. Researched possible locations for project site. Followed-up on the passage of the project proposal and contract of the Community Self-Sufficiency Center through the City of Detroit contracting process. Submitted fiscal reports to Warren-Conner Development Corporation.

Selected Contribution:

- Demonstrated immediate talents upon hire and excelled quickly to become recognized by management as key member of project team.

1996-1999 HIV/AIDS DEPARTMENT SUPERVISOR

Latino Family Services– Detroit, Michigan

Supervised Harm Reduction with Syringe Exchange program, Prevention Case Management program, Street Outreach activities and Health Education and Risk Reduction Program. Oversight of day-to-day operations of the department. Responsibilities included: grant and report writing, staff training and evaluation, budget management, team building, program development and implementation, quality assurance, client satisfaction and confidentiality.

Selected Contribution:

- Successfully written and received grants totaling \$80,000.00
- Supervised 12 counselors and outreach workers.
- Managed 3rd largest HIV counseling, testing and referral program in the state of Michigan.

EDUCATION & CREDENTIALS

- Business Management and Marketing, 2002 - 2006 • University of Phoenix
- Institute for HIV Prevention Leadership, January-September 2001 • Association of Schools of Public Health
 - Areas of Study: Health promotion and disease prevention, epidemiology, strategic planning and management, community assessment and development, organizational behavior, evaluating cost-effectiveness, behavioral theory, program implementation and evaluation, social marketing and media advocacy.
- March 12, 2002 Certificate Received-Policy Analysis and Formulation
- June 4, 2002 Certificate Received- Organizational Excellence from Management to Leadership

VALERIE BROCK
1044 TOWNSEND
DETROIT MI
3135051272/ BONISWA@CAVTEL.NET

Objective:

To fill the role of 22nd century avant-garde K-12 educational administrator by responsibly managing all duties, successfully leading the school through building high performing collegial teams that maintain consistent annual yearly progress, and enlist stakeholders to fulfill the school's mission and vision

Qualification Summary:

Proven ability to recruit, select, train, supervise, and evaluate staff
Promote the success of all students through curriculum, and programming
Prepare and submit timely reports
Develop and Implement professional development matrix
Develop and Implement professional learning community
Develop and Implement School Improvement Plan Team
Develop and Implement Numerous School Programs and Fund Development
Title One Implementation

Education:

Master of Science-Educational Leadership
Concordia University, Ann Arbor, Michigan
December 2010
K-12 School Administrator Certification 03/02/2011

Bachelor of Science degree-Psychology/Chemistry minor
Wayne State University Detroit, Michigan
June 1984

Administrative Experience:

Educational Consultant, Esperanza Detroit

Supervised, Developed, Implemented and Evaluated Student Advocacy Program for 5
EAA and DPS Schools December 2012- present

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Assistant Principal, Aisha Shule/W.E.B. DuBois Preparatory Academy

Dean of Students, mediator between staff to resolve conflict, organize and attend all parent meetings, attend all board meetings, develop school calendar, produce and direct; art, academic, dramatic, scientific programs throughout the year, develop academic schedule, develop and present orientation program for staff and parents, school improvement team member, in addition to the activities and responsibilities below.

September 2010-October 2012

K-8 Building Administrator, Aisha Shule/W.E. B. DuBois Preparatory Academy

Developed, maintained, evaluated, implemented and enhanced curricular and extracurricular programs to reflect student achievement and growth in the cognitive, affective and psychomotor domains, provide leadership for the planning, development and implementation of the school's curriculum, manage the recruitment and hiring of staff, select and assign staff in-service programs, astutely observe staff and faculty performance, document observations, and conduct evaluation conferences, developed a student discipline management system that results in positive student behavior, review safety inspections, review emergency procedures and provide regular drills for emergencies and disasters.

August 2004 – August 2010

Director of Educational Services-Detroit Hispanic Development Corporation

Developed and taught GED, ESL courses for youth 14-17 and adults 18-75, youth programs specifically for adjudicated and high at risk youth. Developed, maintained, evaluated, implemented and enhanced curricular provide leadership for the planning, development and implementation of the agencies multi-cultural population curriculum, manage the recruitment and hiring of staff, select and assign staff in-service programs, astutely observe staff and faculty performance, document observations, and conduct evaluation conferences. Bilingual classes and ESL classes developed partnerships with local businesses, schools and funding sources.

September 2001- August 2004

Assistant Youth Director/ Latino Family Services:

Developed and implemented youth services for high at risk youth in a multi-cultural population. Computer based education for youth who had dropped-out of school. Summer program coordinator. After-school coordinator Supervised 5-15 staff

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June 1984- September 1992

Professional Development Training

MAPSA Administrative Leadership Training Management System for Behavior in High Schools
2012
Administrative Development, Fund Development, Public relations training- MAPSA Conference
2011
Brain Development and its Correlation to Academic Achievement- Chicago, Ill 2011
SMART Board Training Wayne RESA 2010
Leadership Training Institute Michigan State University 2010

Professional Development Presentations

The Brain and Behavior How It's all about Knowledge
Science of Intelligence and The Associated Behavior: 4 Major intelligences
I AM Science Series Focus on Astronomy and Theoretical Physics
Using Multiple Intelligences Theory Increases Cognitive Functions
The Necessity for respecting cultural diversity to improve academic performance
African-centered Education Purpose and Future
African-centered Science and How to Prepare a Science Fair Project

Teaching Experiences

**Chemistry Teacher/Science Teacher/Physiology and Anatomy/Physics Teacher-4-12 grades,
Aisha Shule/WEB DuBois Preparatory Academy**

Developed skill/age-appropriate lesson plans and used an inquiry-based approach with an emphasis on scientific process, incorporated innovative uses of technology into the classroom, built a strong bond with students, parents and colleagues to inspire a shared commitment to quality education and employed all nine multiple intelligences to make lessons interesting and to reach all students in the way they learn best. Managed and implemented school wide science fair and organized OACES (Organization for African-centered Educators and Schools) science fair. Manage and implement numerous division wide school events. Council and meet with parents on discipline issues, coordinate with special educations and tutoring services to meet the needs of all

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children. Coordinate testing schedule and daily schedule for K-8.

August 1992-2012

Science/Honors Chemistry/Chemistry Teacher: Detroit Public Schools

Instructed 10-12 grade students in honors chemistry, chemistry, physical science and at the former Northwestern High School, Martin Luther King Jr. High School, and Renaissance High School. Students from King High School participated in the Southeast Michigan Science fair the NOBECHE science bowl in Chicago

1985-1989

Interests

Establish and support education institutions where all children can evolve and learn how to utilize their talents and gifts

Understanding the correlation between learning and the functions of the Brain

Understand the correlation between the nutrition of the body and the functions of the brain.

22nd science and technology

International travel: Caribbean: St. Martin, Martinique, Barbados, Toronto, and Montreal, Canada

National travel: Puerto Rico, Hawaii, American Virgin Islands, and 35 of the 50 states.

References

Dr. Allison Muhammad
 Professor of Anthropology Wayne State University, Central Michigan University
 Science and Math teacher @ W.E.B. DuBois Prep Academy
archaic_ally@yahoo.com /3135595678

Cecilia Zavala-Cantu
 Co-Director of Esperanza
 313-844-9454/Cecilia@EsperanzaDetroit.com

Dr. Eric Mayes
 Co-Director - Children Defense Fund Freedom Schools
 2406919800/mayese@consultant.com

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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.