

SUBMISSION INSTRUCTIONS

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



Electronic Application Process

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

MDE-SSOS@michigan.gov

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:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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			
		Ingham Intermediate School District			
3. Name of Entity as you would like it to appear on the Approved List					
Ingham Intermediate School District					
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 type="checkbox"/> Community-Based Organization <input checked="" 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 Cindy Anderson, Assistant Superintendent, Ingham ISD		Phone 517.244-1425		Fax 517.244.9510	
Street Address 2630 West Howell Road		City Mason		State MI	Zip 48854
E-Mail anderson@inghamisd.org		Website http://www.inghamisd.org			
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 type="checkbox"/> Statewide					
Intermediate School District(s):			Name(s) of District(s): Constituent districts and PSAs within the Ingham ISD Service Area		

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)

Based on the school turnaround literature (IES, 2008), Ingham ISD has developed a comprehensive improvement model to support low performing schools and improve student outcomes. This model involves quick, dramatic improvement through strong leadership, an intense focus on improving instruction, and building a committed staff.

There are five research-based components to the comprehensive improvement model

1. Leadership
2. Teaching for Learning
3. Multi-Tiered System of Support
4. Data Driven Decision Making
5. Continuous Improvement

A detailed narrative description of each component and ISD service offerings follows.

I. Leadership

Current educational research on effective practice to ensure teacher and student success supports the need to ensure principals are effective instructional leaders and understand how to effectively distribute leadership (Wallace Foundation, 2010; IES, 2008, Southern Regional Education Board, 2009, Marzano, 2005).

The purposes of IISD leadership support are to facilitate a clear systems focus and corresponding alignment of actions and resources, and to provide customized support to principals related to their improvement goals, as well as in their instructional leadership and shared leadership capacities. It is essential for principals in these schools to not only understand their role as instructional leader, but to have the support needed to act in that role effectively.

Ingham ISD supports and works in full collaboration with the Michigan Statewide System of Support by assigning staff to attend the Principal's Fellowship, serve as Leadership Coaches, and in focused work to ensure application of the learning obtained during the Fellowship. Leadership coaches work with building principals and School Improvement teams to monitor data on student achievement and school processes, identify, implement, and monitor strategies to strengthen school processes related to gap areas, and to identify and provide training in alignment with the needs identified.

In addition, IISD has developed and provided an ongoing Principal's Professional Learning Community focused on ensuring equity of services across buildings, utilizing resources more effectively, sharing best practices and providing a venue for collaborative problem-solving, and monitoring and supporting the work being done through Process Mentoring and the Michigan Principal's Fellowship.

The key focus areas of leadership activities include:

- Establishing a clear focus and a strategic plan for improving student achievement;
- Providing instructional coherence by establishing a vision of effective instructional practice;
- Aligning curriculum, instruction and assessment to the vision and to state and national standards, and creating the context for meaningful learning experiences;
- Investing heavily in instruction-related, job-embedded, professional learning for principals and teachers aligned with school-specific improvement plans;

- Providing high-quality data that link student achievement to school and classroom practices and assisting schools to use data effectively;
- Optimizing human, financial and other resources to provide sustainable support to produce specified student performance results; and
- Using open, credible processes to involve progressive school and community leaders in school improvement.

II. Teaching for Learning

Ingham ISD provides professional development and curriculum leadership to meet the expressed needs of our constituent districts. Our curriculum and school improvement consultants are experts in their fields, recognized statewide for their leadership and work with local schools. We provide professional development and school improvement support systems on a county-wide basis as well as through customized school-based workshops and facilitation of Professional Learning Communities. We draw heavily on our own Ingham ISD expertise, but we also regularly utilize national experts.

Ingham ISD provides services focused on research and evidence based processes and methods in the following areas:

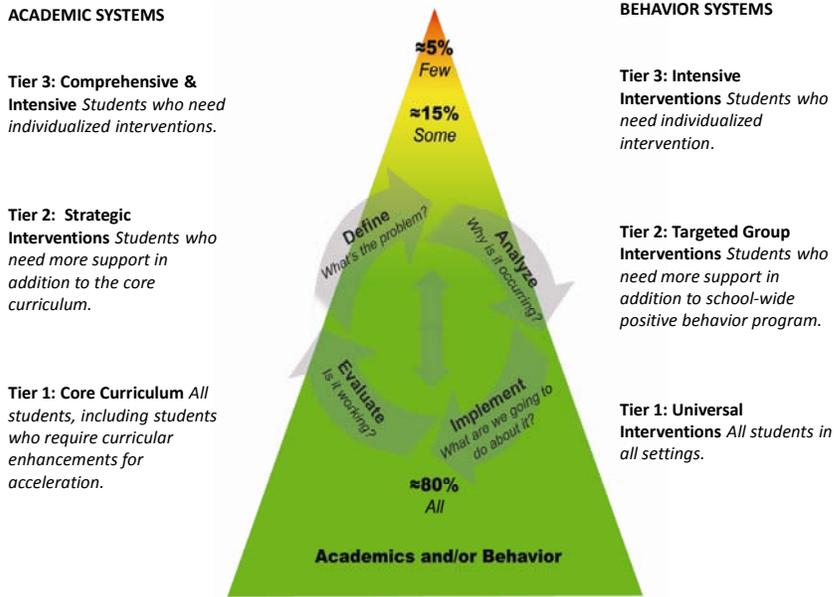
- Content Area Literacy
- Curriculum Alignment (Power Standards, Priority Expectations)
- Differentiated Instruction
- Formative Assessment
- Response to Intervention

Our professional development activities are planned in accordance with NSDC standards for staff development including job embedded teacher development and teacher co-development of PD. This PD is conducted through a variety of formats and time-frames - both whole faculty PD in schools and a menu of PD options for deepening content knowledge and strengthening instructional methods in order to sustain improved student achievement. Ingham ISD serves as a conduit of information about regional, state and national initiatives in curriculum, instruction and assessment. Our service on state and national committees translate to our constituents through networks we host (Assessment, ELA, Social Studies, Mathematics, Science) and communication tools we maintain with web pages, customized consulting and online professional development.

III. Multi-Tiered System of Support

For the past several years, Ingham ISD has provided coordination, technical assistance and structures to support a comprehensive Response to Intervention (RtI) initiative in all buildings within the county. RtI is the practice of providing 1) high quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions (Batsche, et al., 2008). RtI has three essential components: use of a three tier model of research-based core instruction, strategic and intensive interventions; use of a problem solving method for decision making to match instruction to student needs; and frequent progress monitoring of student achievement that informs instruction. The RtI Framework utilized by Ingham ISD is depicted below.

Three-Tiered Model of School Supports & the Problem-solving Process



Key resources in the Ingham ISD RtI initiative are the Response to Intervention Blueprints for Implementation developed by the National Association of State Directors of Special Education, Inc. These district and building level guides provide the guidance needed to build consensus, infrastructure and implementation of RtI.

The multi-tiered system of support component of the Ingham ISD comprehensive improvement model will provide the evidence to ensure that:

1. Research-based instruction informed by data is available to every student
2. Staff work collaboratively using a problem solving model to match research-based instruction and interventions to student needs proactively
3. Research-based instruction and interventions are implemented with fidelity
4. Frequent progress monitoring occurs for each student needing supplemental, strategic or intensive interventions

IV. Data-driven Decision Making

Ingham ISD staff provides ongoing professional development and customized support to local districts regarding data-driven decision-making. Our highly-trained School Improvement and data analysis consultants work together to assist schools in using multiple types and sources of data to make decisions about curriculum, instruction, and assessment. We work with schools and districts to collect and use demographic, student outcome, perceptual, and school process data to create a rich picture of what's happening in their school system. We also facilitate school teams through the Comprehensive Needs Assessment required as part of the School Improvement Plan. In addition, we provide technical support to several local districts for Pearson Inform, a comprehensive data analysis tool, and Data 4 Student Success. Beginning in 2009-10, the Regional Data Initiative grant funding was used by Ingham ISD to purchase the AIMSweb universal screening and progress monitoring system for local districts and train educators to

effectively use the student assessment data as part of an RtI model. In 2010-11, we will be providing training on formative assessments and differentiated instruction in a Professional Learning Community venue; these are critical components of using data to improve student achievement.

V. Continuous Improvement

Ingham ISD is committed to building capacity within the school systems we service to ensure ongoing, sustainable improvement. As such, a critical component of our services is a laser focus on continuous improvement

Our school improvement and content area consultants work with building and district leadership teams to ensure improvement plans are established based on multiple data sources and provide a clear focus and action steps to improve student achievement.

Building and district school improvement plans are reviewed to ensure alignment with student achievement and building/district process data, including building and district Comprehensive Needs Assessments. Professional development plans are reviewed for alignment, and to ensure staff in high need schools are receiving job-embedded, professional learning in areas of greatest need based on data. Where necessary, ISD staff work with building and district staff to revise and align improvement plans, using MDE Tools for School Improvement and research-based best practice.

A key service provided to ensure continuous improvement is ongoing monitoring and assistance to schools in determining how to evaluate their progress at implementing research based strategies and attaining school improvement goals. IISD staff meet with high need schools at key points throughout the year to ensure improvement efforts are being implemented with fidelity, monitored, and that data is collected to measure the impact of goals and strategies on student achievement.

In addition, ISD school improvement staff provide ongoing consulting services to building and district staff related to completing the Comprehensive Needs Assessment, building and completing online School Improvement Plans, and customized topics as needed by schools and districts. Monthly office hours are available for any school or district in Ingham County to receive assistance with their School Improvement efforts.

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

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

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

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

The components of Ingham ISD's service model are predicated on the work of experts in curriculum, instruction, assessment, leadership, multi-tiered systems of support, and data-driven decision-making. A sampling of key resources and scientifically-based research upon which Ingham ISD bases its professional services is listed below (in alphabetical order).

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DuFour, R. (2004). What is a professional learning community? *Educational Leadership*: 61(8): 6-11.

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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.

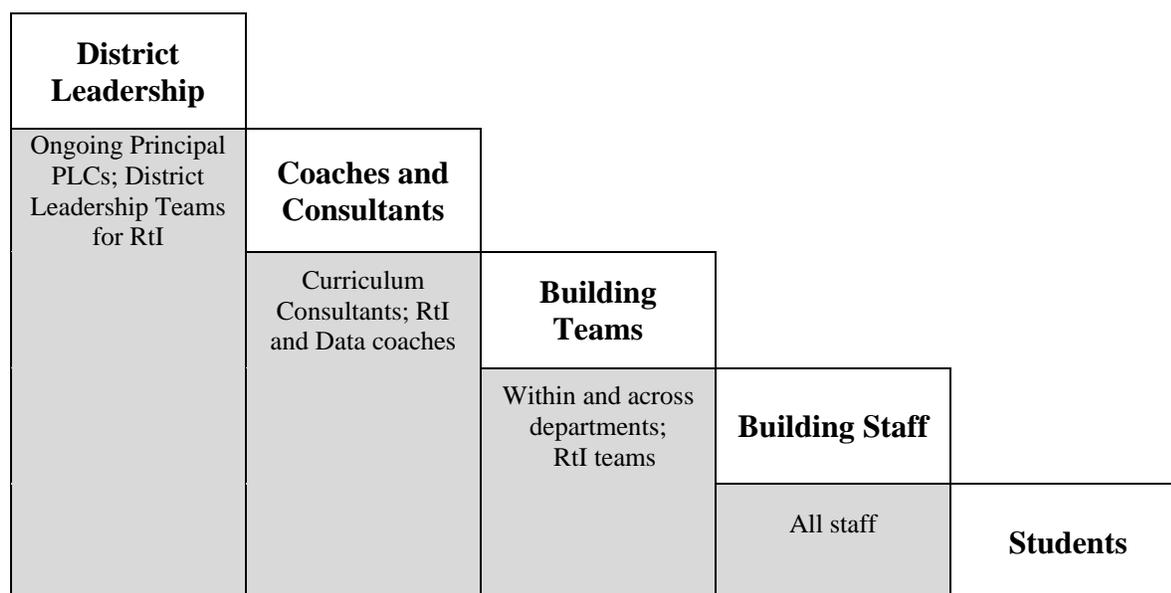
- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

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

One of the primary strategies IISD will continue to employ to ensure job-embedded professional development for all building staff is to work with Local district and building leadership teams upon identification as a “Persistently Low Achieving School” to facilitate development of the turnaround or transformation plan for the school. This process has proven effective and has allowed Ingham ISD staff to assist district and building staff in developing systemic, research-based plans that outline sustained, ongoing and job-embedded professional development aligned with their areas of need.

Once identified as a persistently low achieving school, IISD staff, in collaboration with district and building leaders, implements the IISD cascading support structure to provide ongoing, job embedded professional development within the five components of the Ingham Comprehensive Improvement System. All professional development provided to these schools by IISD requires the use of ongoing professional learning between sessions, requiring the work to be job-embedded.

Ingham Cascading Supports – see detailed descriptions of each level below the graphic.



District Leadership

- Ongoing PLCs for Principals
- District Leadership Teams meet monthly with IISD RtI Coordinators to monitor progress and identify current needs in identifying and implementing a multi-tiered system of support in each building participating in the RtI initiative

Coaches and Consultants

- Learning how to administer and score RtI Assessments and using them with students
- Ongoing PLCs for RtI, data, leadership and instructional coaches
- Interpreting and using the results of State Assessments
- IISD provides required training and PLCs for all RtI Coaches and IISD consultants to ensure a common understanding of the RtI framework and effective components of a multi-tiered

system of support

- Coaches and consultants are involved in ongoing interpretation and application of data related to the multi-tiered system of support put into place

Building Teams

Within Departments:

- Writing and using common formative assessments
- Curriculum alignment
- Curriculum development
- Using Data to Develop Interventions

Across Departments:

- Interdisciplinary curriculum development
- Content Area Reading and Writing strategies
- Collaboratively looking at student work to improve lessons

RtI:

- RtI coaches and IISD consultants work with school-based leadership teams to ensure that the essential components of the RtI framework are being developed and implemented in each school (e.g., universal screening assessments are given and the data is used to identify the need for, and to develop, interventions)
- Ongoing work, involving coaches, consultants and building staff, is focused on developing and using common formative assessments, identifying benchmark measures and data, and monitoring student progress data

Building Staff

- PLCs, including looking at student work
- Collaboratively creating, teaching and revising differentiated instruction lessons
- Choosing Reading Comprehension and Writing to Learn strategies to try, sharing resulting student work
- Vertically aligning curriculum across grades and levels
- Sharing evidence-based and research-based instructional/teaching practices
- Using data to inform and adjust instruction
- RtI Coaches, building teams, and IISD consultants work with full building staffs to provide ongoing training and support through professional learning communities. These sessions focus on processes and practices for intervention, using data to focus instruction, identifying successful practices, and providing direct training and support for the implementation of new strategies.

Students

- The resulting impact from the Ingham Cascading Supports is focused on two outcomes:
 - Increasing achievement for every student
 - Closing achievement gaps for sub-groups and individual students.

**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)

Ingham ISD has an established expertise in addressing the needs of constituent districts and schools with regard to various state and federal requirements impacting general education and special education. The ISD provides information dissemination, technical assistance and consultation services in the areas of School Improvement Title I, Curriculum, MI Education Assessment System, Special Education and Section 504.

ESEA-Title I/P.A. 25/Michigan School Code. Ingham ISD has provided extensive support to local school districts in meeting state and federal mandates related to school improvement and accreditation, curriculum, assessment, and instruction requirements.

School Improvement. IISD has embraced the 5 strands of the Michigan SI Framework (MI SIF) as a system, and has modeled the use of that system. All IISD professional development offerings (available to ALL local school districts/PSAs in Ingham County) are aligned with the strands, as are the services provided to all local school districts. Our “Ingham ISD Annual Profile of Services” documents the services to districts within each strand. The system of support outlined in this application is similarly aligned. As further indication of the organization’s support, two IISD consultants served on the statewide advisory committee responsible for the creation of the MI SIF.

Ongoing training and building and district level support is provided for:

- The Michigan Comprehensive Needs Assessment (buildings and districts);
- Developing Effective and Aligned School/District Improvement Plans (including support for schools involved with North Central Association (NCA));
- Tools for Continuous School Improvement (i.e. School Improvement Framework, School Improvement Plan Template, AdvancED Website, etc.); and
- Implementing the Process Cycle for School Improvement.

Accreditation. IISD staff serve as key contacts for all local school districts and PSAs related to information on Accreditation. Staff are assigned to help schools understand the accreditation process, the calculation of AYP, and to ensure appeals are accurately submitted. With the advent of MI-SAAS, IISD staff will continue to provide informational sessions and district-level support in understanding and complying with the new state accreditation process.

Curriculum, Instruction and Assessment. IISD staff served on various MDE sponsored committees during the development and refining of the following:

- Michigan Grade Level Content Expectations (GLCEs),
- Michigan High School Content Expectations (HSCEs),
- Michigan Merit Curriculum

In addition, consultant staff has provided extensive training and support for teachers, support staff, and administrators in implementing the GLCE and HSCE as well as in identifying power standards within the expectations and developing common formative assessments designed to measure student progress.

IISD staff also serve on the OEAA Advisory committee, and have established and oversee the “Ingham Educational Assessment Consortium,” a group of local district assessment and curriculum leaders who meet monthly to discuss key issues related to Michigan curriculum

alignment and implementation, as well as Michigan Assessment requirements (MME and MEAP).

Title I. Ingham ISD staff facilitate MDE Field Service Representatives and Supervisors in helping schools develop understanding of Title 1 program requirements and in designing and implementing effective Title I delivery systems. IISD staff have attended Title I Boot-camps for district and building level leaders, and serve as a technical assistance resource to building and district administrators and school improvement team leaders in ensuring appropriate and effective use of Title I funding and services in both Schoolwide and Targeted Assistance schools.

Special Education. Ingham ISD assists districts and schools in their understanding and implementation of the provisions of the Individuals with Disabilities Education and Improvement Act (IDEIA) and the Michigan Administrative Rules for Special Education. ISD staff support data collection, monitoring and compliance activities around these federal and state requirements annually with each district to implement the Continuous Improvement and Monitoring System (CIMS) and State Performance Plan criteria. Areas addressed include: referral, evaluation, eligibility, programs, services and Individualized Education Plans.

Section 504. Ingham ISD staff provides consultation and technical assistance to constituent districts and schools upon request regarding compliance with and implementation of the federal requirements under Section 504 of the Rehabilitation Act as it relates to students. Areas addressed include: referral, evaluation, eligibility and 504 plans.

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)

Ingham ISD will work collaboratively with the principal, staff, district administrators, and Board of Education on a comprehensive improvement model that will involve quick, dramatic improvement through strong leadership, an intense focus on improving instruction, and building a committed staff. The five research-based components of the comprehensive improvement model are:

1. Leadership
2. Teaching for Learning
3. Multi-Tiered System of Support
4. Data Driven Decision Making
5. Continuous Improvement

By the end of the 3-year period, the school will have:

- Created a shared model of leadership, fostered by strong principal leadership
- Become a professional learning community wherein all staff have a shared responsibility for all students and staff are engaged in ongoing, job-embedded professional development and rapid cycles of improvement to transform teaching and learning
- Become a data-driven culture that uses data to make informed curricular, assessment and instructional decisions based on multiple sources and types of data (outcome, demographic, perceptual, and school processes).
- Implemented a multi-tiered system of support for all students, including:
 - Research-based instruction informed by data is available to every student
 - Staff work collaboratively using a problem solving model to match research-based instruction and interventions to student needs proactively
 - Research-based instruction and interventions are implemented with fidelity
 - Frequent progress monitoring occurs for each student needing supplemental, strategic or intensive interventions

Progress toward improved teaching and learning will be monitored at several levels and for various purpose; this is a vital component of sustainability of continuous improvement in teaching and learning.

- Ingham ISD will help the school establish regular “milestone meetings” to check on progress throughout the 3-year grant period and thereafter. An important part of the focus will be on small, quick wins (as discussed in the school turnaround literature). Small milestone goals will be set along the path to annual goals and long term outcomes. Recognition of attainment of milestone goals helps build momentum and commitment in staff. This will be done in the context of PLCs and job-embedded professional development.
- The multi-tiered system of support for students will involve closely following individual student, classroom, and school progress.
- In the spring of each school year, the principal and school staff will monitor progress toward annual SMART goals (specific, measurable, attainable, results-oriented and time-bound) in their SIP. The school will also analyze data on student and school indicators (U. S. Department of Education) and early warning signs for at-risk students, such as:
 - Student attendance and dropout rates,
 - Student achievement on local and standardized assessments,

- Student achievement and participation rates (trend data),
- Course failure and pass rates
- Number and percentages of students completing advanced coursework,
- Discipline and truancy counts,
- Teacher performance per evaluation system
- Etc.
- Annual goals, strategies, and action plans will be revised as needed and the PLC structure (including job-embedded PD) will serve as the vehicle to implement the action plans and monitor the effectiveness of the strategies.

These processes will ensure a continued focus on improving teaching and learning through teacher engagement in cycles of improvement and data-driven decision-making.

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 following Ingham ISD staff and consultants (including private consultants on contract) will have primary responsibility for serving LEAs that are in the ReDesign/SIG grant process:

- Cindy Anderson: Special Education, Response to Intervention (RtI), Systems Processes and Improvement
- Tamara Bashore-Berg: Title I Services, School Improvement, Professional Development, Leadership
- Theron Blakeslee: Mathematics and Science curriculum, instruction, professional development, assessment
- Kathy Dewsbury-White: Curriculum, instruction, assessment; teaching and learning, professional development
- John Endahl: Data-Driven Decision-Making, Pearson Inform, Data4SS
- Nancy Fahner: School Improvement, Professional Development, Leadership
- Jeanne Farina: School Improvement, Professional Development, Leadership
- Kathy Humphrey: Data-driven Decision-Making, program evaluation
- Amy Kilbridge: Secondary English Language Arts curriculum, instruction, professional development, assessment
- Roberta Perconti: Special Education, Response to Intervention (RtI)
- Nancy Theis: Special Education, Response to Intervention (RtI)
- Jeanne Tomlinson: Special Education, Response to Intervention (RtI)
- Kelly Trout: Data-Driven Decision-making, Statewide Assessment System, AIMSweb, AYP.
- Mary Jo Wegenke: Literacy, Response to Intervention (RtI)

Additional information about Ingham ISD programs and services is located on our website:

<http://www.inghamisd.org>.

Curriculum Vitae
Cindy J. Anderson

Personal Information

Cindy J. Anderson
1650 N. Williamston Rd., Williamston, MI 48895
517-230-7469
1258cja@gmail.com

Educational Background

MEd – Special Education Administration – Grand Valley State University (5/85)
BPh – Special and Elementary Education – Grand Valley State Colleges (5/80)

Certifications and Approvals

Michigan Central Office Administrator Certification
Michigan Approvals – Special Education Director and supervisor
Michigan Continuing Teacher Certificate

- Elementary K-8
- Emotional Impairment
- Hearing Impairment
- Learning Disabilities

Professional Experience

1/07 – present Assistant Superintendent for Instruction, Ingham Intermediate School District
7/02 – 12/08 Director of Special Education, Ingham Intermediate School District
4/98 – 6/02 Supervisor/Director Special Education Support Services/Early On, Ingham Intermediate School District
8/90 – 4/98 Supervisor of Special Education, Shiawassee Regional Education Service District
8/86 – 8/90 Supervisor of Special Education, Newaygo County Intermediate School District
9/85 – 7/86 Coordinator of Planning, Monitoring and Data Collection, Newaygo County Intermediate School District
8/81 – 9/85 Secondary Special Education Teacher, Ludington Area Schools
8/80 – 8/81 Teacher of the Hearing Impaired, Berrien Springs Public Schools

Professional Affiliations/Memberships

Council for Exceptional Children; Council of Administrators in Special Education
Michigan Association of Administrators for Special Education
Association for Supervision and Curriculum Development
Michigan Association of State and Federal Program Administrators
Michigan Association of Intermediate School Administrators
American Association of School Administrators

Tamara Bashore-Berg

Education

- 1999 Aquinas College, Grand Rapids, MI
Master in the Art of Teaching/Master in Education GPA: 4.0
- 1987 Central Michigan University, Mt. Pleasant, MI
Bachelor of Science GPA: 3.7

Current Professional Experience

2002 - Present Ingham Intermediate School District, Mason, MI; School Improvement Consultant

Provide consultation, oversight, and professional development services to local and intermediate school district administrators and staff and the Michigan Department of Education in school improvement initiatives. Key organizational liaison for federal and state-level initiatives and programs, school improvement planning and accreditation. Assist schools/districts in aligning improvement efforts, professional development plans and resources to areas of greatest need. Responsible for developing, presenting and evaluating workshops, presentations, professional learning communities and ongoing professional development series. Serve as a Leadership Coach to Principals in High Priority Schools.

Professional Leadership Experiences

- ◆ ASCD Legislative Committee, three-year appointment, 2011-2014; Member, ASCD, 2002- present.
- ◆ Board Member, Michigan ASCD - Lead, Teach, Learn. 2008-present Board Member, Michigan Special Education Advisory Committee, 2009-2012.
- ◆ Member, Michigan Department of Education Office of Education Improvement and Innovation Advisory Committee, 2003-present.
- ◆ Instructor, Michigan ASCD - Lead Teach, Learn: The Role of Curriculum Director, October, 2010, September 2009.
- ◆ Instructor, Michigan Association of School Boards (MASB), Introduction to Curriculum, Advanced Curriculum, and Relational Trust courses. 2008-present.
- ◆ Intermediate School District lead for Ingham County High Priority Schools Initiative and the Michigan Statewide System of Support in collaboration with Michigan Department of Education and Michigan Administrators of Intermediate School Districts Association, 2006-present.
- ◆ Contributing author, *Redefining Rigor*, *Revitalizing Relationships*, and *Reaching Relevance* (in print) Trilogy, (www.inghamisd.org/pages/blog_story.php?pageID=5870).
- ◆ Contributing author, Michigan School Improvement Framework, in consultation with educational researchers and authors Robert Marzano and Brian McNulty (www.michigan.gov/schoolimprovement).
- ◆ Contributing author, Assessing the effectiveness of summer reading programs. In G. Borman & M. Boulay (Eds.), *Summer Learning: Research, Policies, and Programs*. Mahwah, NJ: Lawrence Erlbaum Associates.
- ◆ Alumnus of the Michigan Educational Policy Fellowship Program.

Collaborative Professional Development Opportunities & Experiences

- ◆ Michigan's Statewide System of Support - Principal's and Coaches Fellowships
- ◆ Michigan Integrated Behavior and Literacy Initiative (MiBLSi)
- ◆ Failure Is Not An Option/HOPE Foundation Courageous Leadership Academy (Alan Blankstein, Tom Guskey, Stephen Peters, Deborah Wortham)
- ◆ Differentiated Instruction (Carol Ann Tomlinson)
- ◆ Balanced Assessment Systems (Rick Stiggins, Judi Arter)
- ◆ Data Driven Decision Making/School Improvement (Victoria Bernhardt, Deborah Wahlstrom, Douglas Reeves)
- ◆ Classroom Assessment/Grading that Works, School Leadership that Works (Robert Marzano)
- ◆ Creating and Using Authentic Assessments (Carol Commodore, Ken O'Connor)
- ◆ Professional Learning Communities (Richard DuFour)
- ◆ Six Secrets of Change/Leadership for Change (Michael Fullan, Douglas Reeves)
- ◆ Facilitation Skills (Dr. John Eller)
- ◆ Whole Systems Change (Suzanne Bailey)
- ◆ Leadership Skills for Adaptive Organizations (Robert Garmston)
- ◆ Understanding by Design/Curriculum (Grant Wiggins, Jay McTighe)

Theron Blakeslee, Ph.D.
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Education

1995 Ph.D. in Curriculum and Instruction, Michigan State University, East Lansing, MI
1978 M.A. in Curriculum and Instruction, Michigan State University, East Lansing, MI
1975 B.S. with honors in Physics and Mathematics, Principia College, Elsah, IL

Experience

Curriculum Consultant, Mathematics and Science Specialist, Ingham Intermediate School District, 2004-present.
Director, Jackson County Mathematics and Science Center, 2001-2004.
Science Editorial Chair, SCoPE Site Project, 2000 to 2001, Michigan Department of Treasury and Oakland ISD.
Science Education Specialist, Michigan Department of Education, 1989 to 2000.
Education Policy Analyst, Governor's Cabinet Council on Human Investment, 1987 to 1989.
Research Intern, Institute for Research on Teaching, Michigan State University, 1984 to 1988.

Teaching and School Administration:

Michigan State University, winter 2006, integrated science for pre-service teachers.
Lansing Community College, winter 1998, astronomy.
Potterville High School, Potterville, Michigan, 1988 to 1989, physical science and mathematics.
The Leelanau School, Glen Arbor, Michigan, 1974 to 1976 and 1981 to 1984, physics, astronomy, mathematics, also Director of Leelanau's Lanphier Observatory.
Tulelake Public Schools, Tulelake, California, 1980 to 1981, physics and mathematics .
Verdant Vales School, Middletown California, 1978 to 1980, Principal and physics/mathematics teacher.
Valley School, Flint, Michigan, 1977 to 1978, middle and high school physics and mathematics.

Selected Consulting, Publications and Awards

National Science Foundation peer reviewer, 2004.
American Association for the Advancement of Science, Project 2061, instructional materials and assessment programs, 1997 to 2008.
Special Award from Michigan Science Teachers Association "For Outstanding and Dedicated Service to the Improvement of Science Education," March 9, 2001.
Special commemoration from the Michigan Mathematics and Science Centers Network "In Recognition of Statewide Science Leadership," April 25, 2001.
Blueprints: A CD-ROM for Science and Mathematics Professional Development. Co-author and co-developer. Midwest Consortium for Mathematics and Science Education/NCREL, 2000.
The Power of Collaboration: A Video of Alternative Professional Development Strategies. Executive Producer. Michigan Department of Education, 1998.
Michigan Curriculum Framework. Director of science component and contributor to professional development section. Michigan Department of Education, 1996. Wrote successful grant to fund the project at \$750,000 from the U.S. Department of Education.
Science Education Guidebook. Co-author. Michigan Department of Education. 1996.
New Directions Science Teaching Units. Project Director and co-author. Wrote successful grant to fund the project at \$1,050,000 from the W. K. Kellogg Foundation. *Chemistry That Applies* and *Food, Energy and Growth* were selected as two of the three best middle school science instructional units available nationally, by the American Association for the Advancement of Science, Project 2061.
Multiple articles appearing in the Journal of the Michigan Science Teachers Association, 1992-2000.

Kathryn E. Dewsbury-White, Ph.D.
Ingham Intermediate School District
2630 West Howell Road
Mason, MI 48854

Education

- 1993 Ph.D. in Curriculum and Instruction, Educational Administration (cognate) Michigan State University
- 1984 M.A. in Reading Instruction, Michigan State University
- 1981 B.A. in Justice, Morality and Constitutional Democracy, James Madison College, Michigan State University

Experience

Director Curriculum Development - Provide curriculum, assessment, instruction, professional development and school improvement, leadership and coordinated service for the Ingham ISD, serving 46,000 students/3,400 educators – through supervision of content consultants and school improvement consultants 1996-present.

Director of Community Development/Executive Director of the Ingham Education Foundation (IEF), Ingham Intermediate School District, 1989-1996.

Student Activities Coordinator/School-Community Based Programs, Ingham Intermediate School District. 1985-1989.

Content Area Reading Instructor/Teaching Assistant –Teacher Education, Michigan State University 1985-1987.

Adult Education Administrator and Adult Education Teacher -Laingsburg, Bath and Haslett. 1983-1987.

Program Development and Administration

Assessment – Initiate and coordinate assessment development projects and professional development opportunities with the aim of increasing educator understanding and skills with classroom assessment practices. Obtained and utilized national and international expertise including but not limited to: Rick Stiggins, Jay McTighe, Ken O'Connor, Tom Guskey and Jane Bailey. Provided professional development on topics including: administrator assessment competency, performance-based assessment, standards-based grading and reporting, grading practices, performance standard setting, student-led conferences, formative assessment process, development of classroom assessments. 1998-present.

Curriculum– Coordinated curriculum review and development projects for: K-12 social studies, K-12 ELA, K-12 Physical Education, K-12 Health, K-7 Science, 6-8 Mathematics. Sought and managed multi-year Goals 2000 grants (1.5 million) for the purpose of establishing standards-based curriculum and curriculum alignment for local districts. (1997-2003). Contributed coordination for development of Power Standards for MI's K-12 Grade Level Content Expectations and Priority Expectations for MI's High School Science Expectations.

Professional Development --Contribute leadership and coordination for annual professional development opportunities provided by Ingham ISD. 2009-10 served over 5,000 educators with more than 100 opportunities. Co-develop statewide video conferences, utilizing national assessment expertise through the MI Assessment Consortium, 2008-present.

Select Partnerships

John F. Kennedy Center for the Performing Arts Partners in Education Program – Wharton Center & Ingham ISD co-founded and co-direct this partnership to provide arts-related and integrated professional development experiences 2007-present.

Brown University CHOICES Program -Secured opportunity for IISD districts to participate in a Brown University's award winning CHOICES social studies curriculum development, www.choices.edu/. 2003-2006.

Technology/Ingham Education Foundation -Provided leadership for Technology Horizons – a 5-year pilot program (500,000.) infusing technology in elementary buildings focused on increasing reading, writing skills. 1990-1997.

Recent Professional Service

President, Michigan Assessment Consortium (MAC), 2008 - present

Steering Committee, MI's Intermediate School Districts' Curriculum Collaborative 2008-present

Instructional Committee Member, MI Association of Intermediate School Districts 2006 - present

Advisory Board Member, MDE Office of Educational Assessment and Accountability 2006-present

Recent Publications *"Redefining Rigor,"* c. 2008. LuLu Press; *"Revitalizing Relationships,"* c. 2009. LuLu Press *"Reaching Relevance"* anticipated publication, c. 2010

John R. Endahl

314 E. Middle Street, Williamston, MI 48895

Tel: 517.655.3508 jendahl@cablespeed.com

PROFILE

Veteran teacher with over 25 years of experience in public education, as an instructor, staff trainer, and provider of instructional support via analysis, management and manipulation of data. Extensive technical experience and skills creating and maintaining data networks, extracting and importing data for disparate information systems (student management software, online instructional software, state reports, etc.) and providing technical support and training for teachers using online instructional software and analysis tools. Skilled with several database, spreadsheet, data analysis and presentation tools.

EXPERIENCE

Data Software Specialist

2006-present

Worked with the Ingham ISD Planning and Evaluation department to implement and maintain Pearson Inform for ten local districts. Provided first-line technical support for participating locals. Acted as liaison between locals and Pearson for those issues that required direct intervention with Pearson support staff. Worked in collaboration with local curriculum directors to develop common reporting formats. Uploaded common assessments (MEAP, MME, ACT PLAN, ACT Explore) for locals, as well as district-specific assessments. Trained administrative, instructional and technical staff in use of Inform. Assisted districts with extraction of data from student management software for use within Inform. Established Ingham Inform Users Group to provide a on-going forum for training, support, and expanded use of Inform within locals. Developed training documentation.

District Network Administrator, Williamston Community Schools, Williamston, MI

2000-2006

Manage network and server infrastructure and services for the school district, provide installation/configuration/support for Macintosh and Windows workstations, manage and maintain IT communication systems (internet, e-mail, voice, video), provide staff training and support in technology in the classroom, support and maintain the student information system, provide recommendations to District Director of Technology on future purchases, implementation, and policies, assist district administration with state reporting requirements (SRSD). Key accomplishments: Oversight and implementation of the transition from small stand-alone pods of computers in classrooms and offices to our current fully networked LAN environment; Implementation of Macintosh OSX network home directories and workstation management into Novell eDirectory via LDAP.

Technology Teacher, Williamston Middle School, Williamston, MI

1992-2000

Taught middle school technology curriculum. Initially this included basic applications (word processing, spreadsheet, data base), and graphics in grades 6-8. Later, the curriculum expanded to include video editing and web publishing. In 1998, the school moved to a team-based approach and through this collaboration, the technology curriculum was synchronized with the academic sequence to provide context-based experiences and support for classroom instruction. Students also created web-based portfolios. I was also part-time network administrator from 1996-2000. Key accomplishment: Moving the middle school technology curriculum from simple word processing and spreadsheet projects to multi-media content creation, including graphics, video and web-site design.

Band Director, Williamston Community Schools, Williamston, MI

1987-1992

Taught instrumental music in grades 6-12.

Band Director, Iron Mountain Public Schools, Iron Mountain, MI

1982-1987

Taught instrumental music in grades 6-12.

Band Director, West Iron County Public Schools, Stambaugh, MI

1977-1981

Taught instrumental music in grades 6-12.

TEACHING CERTIFICATION

State of Michigan Continuing Certificate
Music, grades K-12
All subjects, grades 7-8
Computer Science, grades 9-12

EDUCATION

Web-based training in SPSS, Spring 2008.

National Occupational Competency Testing Institute Certificate #715893 in Computer Science, summer 1989, to add Computer Science certification to teaching certificate.

University of Michigan, 1981-1982
Completed coursework for Masters of Music Education - Instrumental degree.

University of Michigan, 1972-1976
Completed coursework for Bachelors of Music Education - Instrumental degree.

SKILLS

Software: Microsoft Word, Microsoft Excel, Microsoft Powerpoint, Apple Pages, Keynote, iMovie, iPhoto, iDVD, GarageBand, iWeb, Filemaker Pro, MySQL, Macromedia Dreamweaver, Macromedia Fireworks, SPSS

Platforms: Netware, Macintosh OS9 and OSX, Windows 95/98/XP, Linux (Red Hat, Yellow Dog)

Networking: TCP/IP, Novell, Macintosh OSX, Ethernet, Cisco IOS.

Nancy M. Fahner
4186 Nixon Road, Dimondale, MI 48821
(517) 645-2721

Career Objective: To provide consultation services and expertise in the areas of school improvement and educational reform.

Summary of Qualifications

- Experienced educational change agent
- Extensive experience in applying best practices in instructional delivery
- Demonstrated success in strengthening leadership skills within organizations
- Effective interpersonal skills and the ability to generate commitment, support and enthusiasm towards a shared vision
- Proficiency in developing multidisciplinary classroom activities aligned with national and state standards
- Demonstrated success in working collaboratively
- Skills to design and deliver effective staff development programs
- Over fifteen years experience facilitating and assisting collegial groups
- Passion, pride and commitment to public education

Professional Work Experience

Educational Consultant

Fahner Consulting, LLC

2010-present

Provide school improvement support at the building and district level. Prepare and deliver professional development on a variety of educational topics. Facilitate group processes and change initiatives.

Educational Consultant

Ingham Intermediate School District, Mason, MI

1999 – Present

Serve as a leadership coach in a high priority high school building. Facilitate a continuous improvement model in three urban high priority schools. Assist local school districts with their school improvement planning process. Provide research, support and resources to facilitate secondary school redesign. Provide information and resources related to No Child Left Behind and Education Yes! Design and deliver workshops on a variety of educational topics. Share best practices in education with local school districts. Support and facilitate the professional development programs and services of the School Development Services unit of Ingham Intermediate School district.

Curriculum Coordinator

Lansing Area Manufacturing Partnership
Ingham Intermediate School District, Mason, MI
1997-1999

Supervised the development, publication and implementation of an integrated manufacturing curriculum that is currently being replicated at an alternate site. Coached staff on team-teaching methods, instructional strategies and alternative assessments. Trained work-site personnel who serve as advisors and mentors to students. Presented program components to a variety of business, industry and educational groups. Enhanced public education by sharing best practices and serving as a resource to local school districts.

Language Arts Teacher

Charlotte Public Schools
1987-1997

Taught a variety of language arts classes, grades 7-12. Championed the revision of 9th and 10th grade language arts classes to align with the State of Michigan framework document. Served as the Outcomes Driven Developmental Model (ODDM) representative and co-chaired the North Central Reading Committee. Represented Charlotte High School on Curriculum Council and co-chaired the English department. Conducted a professional development program for high school staff (Dimensions of Learning) to facilitate their transition to block scheduling. Provided additional staff development assistance to colleagues in the area of integrated instruction, writing process, and reading in the content areas.

Language Arts Teacher

Eaton Rapids Public Schools
1972-1987

Facilitated the transition from a junior high program to a middle school environment that included incorporating interdisciplinary team teaching. Wrote curriculum and delivered instruction for adult learners in high school completion classes. Served on the K-12 Language Arts Committee and participated in the team teaching evaluation committee. Organized parent steering committees and support groups. Presented information on best practices related to middle school instruction at yearly middle school conferences.

Education

Masters of Arts +30
Michigan State University

Bachelor of Arts
Michigan State University
Major: English – Michigan Secondary Provisional Certificate

Other Professional Experiences

Presenter:

- 2009/10 – Michigan ASCD- “Leadership and Change”

- 2008 Hope Conference- *Failure Is Not an Option*
- 2008 Michigan ASCD Boot Camp
- 2007 Michigan Institute for Educational Management-Professional Development
- 2007 Michigan School Improvement Conference
- 2005 Michigan Governor's Conference- Rigor, Relevancy, and Relationships
- 2004 ASCD Annual Conference – Parental Involvement
- 2004 North Central Association – Using Data Effectively
- 2004 Capital Quality Initiative / Lansing Community College – Professional Learning Communities
- 2004 Eastern Michigan University February Conference- Parent Involvement
- 2003 New Superintendent's Conference – No Child Left Behind
- 2002 Michigan Institute for Educational Management – *True Colors*
- 2000 Problem Based Learning Summer Institute
- 1999 Michigan Career Preparation Governor's Conference- Lansing Area Manufacturing Partnership
- 1999 International Integration of Academic and Technical Education Conference – Career Connections

Committees:

- Michigan Department of Education core team member for Ed Yes! Performance Indicators
- High School Diploma Completion Initiative Advisory Board
- Advisory Group Member – MDE Office of School Improvement
- Mi Plan Focus group
- Program Advisor Review Board for the *Prentice Hall* Literature series

Publications:

Contributing author to the texts, *Redefining Rigor* , *Revitalizing Relationships and Reaching Relevancy*

Teaching ideas have been published in the following:

- *The Book Report*
- *Learning Magazine*
- *English Journal*
- *The Educator's Notebook on Family Involvement*

Jeanne A. Farina

Farinaj@lcc.edu

Home Address

3060 Char-Ann Drive
Howell, MI 48843
Phone: 517.404.2875

Work Address

Lansing Community College, East Campus
Lansing, MI 48901
farinaj@lcc.edu

Education

<i>Degree</i>	<i>Major</i>	<i>University</i>
30+ Addtl Credits	Ed Administration/Curriculum Development Leadership Development Program	Michigan State University Ferris State University
M.A. Degree	Ed Administration/Classroom Teaching	Michigan State University
B.S. Degree	K-12 Graphic Design/Art Education	Western Michigan University

Professional Experience

<i>Dates</i>	<i>Employer</i>	<i>Position/Title</i>
2010 – Present	Lansing Community College Lansing, MI 48901	Adjunct Faculty / Special Projects

Responsibilities: *Perform research, create timelines for project completion and assign tasks, analyze data, prepare final reports and recommendations. Teach business and technology classes.*

2008-2009	Ingham Intermediate School District Mason, MI 48854	Curriculum Coordinator
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Responsibilities: *Coordinate curriculum development and implementation, provide instructional coaching for staff, coordinate assessment plans for all program areas, plan and implement professional development, coordinate state mandates and initiatives.*

2002-2008	Howell Public Schools Howell, MI 48843	Associate Superintendent: Curriculum Professional Development and Assessment
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Responsibilities: *District-wide curriculum development and implementation, professional development planning and implementation, coordinator of all district assessments, prepare presentations for Board of Education, parents and administration, evaluate professional staff, administrative liaison for special education services provided by Livingston Educational Service Agency, collaborate in district strategic plan in relation to curriculum, professional development and assessment*

1995-2002	Howell Public Schools Howell, MI 48843	Director of Technology
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Responsibilities: *Built district network infrastructure to accommodate approximately 2,000 computers and wireless connectivity between twelve school district buildings, implement K-12 technology curriculum, improve district communication via use of technology improvements, write and implement K-12 technology plan, prepare annual technology budget*

1989-1995	Advanced Center for Technology Training Farmington Hills, MI 48334	National Director of Education and Training
	<i>Responsibilities: Maintain technology literacy curriculum for use in business and education, integrate core education goals into technology literacy program, Manage national dealer sales network, lead technology workshops for administrators, taught robotics and automation classes for Ford management, curriculum consultant for state of Virginia tech ed curriculum project, wrote customized curriculum proposals for both education and business clients, present at state and national conferences, coordinate trade show appearances, write and negotiate sales proposals</i>	
1986-1989	Tuscola Intermediate School District Caro, MI 48743	Assistant Principal for Student Services
	<i>Responsibilities: Administer activities for approximately 800 students attending the Career Center, manage curriculum development and student competency testing for all program areas. Evaluate professional and support staff, direct student placement and counseling staff, supervise student discipline and attendance, supervise special needs staff and budget, monitor program budgets. Administer EDP's for nine local school districts, supervise IEP's, chair committees, prepare print and media for use in program marketing.</i>	
1980-1986	Tuscola Intermediate School District Caro, MI 48743	Commercial Art/Graphic Design Instructor
	<i>Responsibilities: Taught 11-12th grade commercial art program, taught evening enrichment classes, develop and maintain commercial art curriculum, place student in careers related to this field, VICA Advisor</i>	

Specialized Training / Additional College Coursework

<i>Dates</i>	<i>Location</i>	<i>Program/Training</i>
2002 – 2003	Michigan Leadership Institute Traverse City, Michigan	Superintendents' Academy
2001 – 2002	Livingston Educational Service Agency Howell, MI	Administrative Academy
1991 – 1992	Marygrove College (Adjunct Faculty) Detroit, MI	Master Teaching Courses
1989 – 1990	Advanced Center for Technology Training Farmington Hills, MI	Technology Literacy Training
1987 – 1988	Ferris State University Big Rapids, MI	Leadership Development Program

Certifications

- Administrative Certification, Central Office
- Full Vocational Certification, Commercial Art/Graphic Design
- Secondary Continuing Teaching Certification

Professional References

Name	Position	Telephone
Dr. Sally Vaughn	Deputy Superintendent/Chief Academic Officer Michigan Department of Education Vaughns1@michigan.gov	517.335.0011
Charles Breiner	Former Superintendent Howell Public Schools Howell, MI 48843 Chuck_Breiner@ccps.k12.fl.us	517.304.0577
Dr. Jean Morciglio	Dean, Extended Learning/Professional Studies Lansing Community College Lansing, MI 48901 Morcigj@lcc.edu	517.582.5252
Jeffrey Bohl	Principal Capital Area Career Center Mason, MI 48854 Jbohl@inghamisd.org	517.244.1302

** Additional References / letters of recommendation may be supplied upon request*

Kathy Humphrey
2110 Harding Avenue
Lansing, Michigan 48910
517.285.8336

Professional Experience

Ingham Intermediate School District, *Planning and Evaluation Department.*

Supervisor, 7/02 - present. Supervise staff of three and collaborate with private consultants. Develop and manage budget. Design and conduct evaluation and survey research projects. Oversee data collection and tabulation. Assist in designing and conducting data workshops for local school districts. Oversee the Ingham County student assessment coordinator. Participate on team of 4 supervisors for cross-functional collaboration and professional development. Co-lead a team of 20 regarding systems work and assist direct supervisor with planning for staffing patterns. Participate on administrative team of the organization; assist in developing organizational processes. Participate on administrative team researching data warehouse systems for local school districts. Assist on team conducting a countywide school-millage survey. Assist in hiring new staff.

Ingham Intermediate School District, *Planning and Evaluation Department.*

Project Manager, 11/99 – 6/02. Design and direct research projects using quantitative and qualitative analysis techniques. Write project proposals and create budgets. Manage and allocate project workflow for department. Oversee data collection and control procedures. Create questionnaires, conduct individual and focus group interviews, analyze data, and prepare written and oral reports. Participate in organization's quarterly administrative meetings. Assist with strategic planning and marketing, designing and refining staff positions, hiring new staff, and planning professional development for staff. Lead 'process mapping' to document and improve data collection and analysis procedures. Implemented cross-training and developed a cost estimate template in Excel to improve productivity. Served as Michigan Educational Assessment Program (MEAP) statewide testing coordinator for Ingham County since 1991.

Interim Supervisor, 7/99 - 11/99 and 8/98 - 12/98. Supervised staff of four and collaborated with private consultants. Designed and directed evaluation and survey research projects. Managed grant budgets. Managed statewide reading program research grants in collaboration with Michigan State University and the University of Michigan. Assisted in writing grant proposals. Liaison with local school districts and Michigan Department of Education regarding grant activities and requirements; coordinated grant meetings. Wrote detailed project procedures, questionnaires, contracts, project updates, letters to school coordinators and other informational materials. Managed data entry and control procedures. Analyzed and summarized survey results and compiled and edited comprehensive evaluation reports; presented results at state and national conferences and a statewide teleconference with research team. Also coordinated evaluation projects for local school districts: created questionnaires, analyzed data, conducted focus group interviews, and presented findings.

Education

Bachelor of Science, Psychology, Michigan State University, 1989.

Dean's List, 4 terms.

Michigan Competitive Scholar (American College Test), 1986-1989.

Amy G. Kilbridge

948 Whittier Drive, East Lansing, Michigan 48823
(517) 351-8309

Education

Bachelor of Arts, Albion College, Albion, Michigan, 1981

*Major: English Minor: Communications

Teaching Certificate, Western Michigan University, Kalamazoo, Michigan, 1990

*Certification: Michigan Professional Grades 7-12

Degree of Master of Arts, Michigan State University, East Lansing, Michigan, 2000

*Major: Teaching English in Secondary Schools

Experience

English Language Arts Consultant – Ingham Intermediate School District, August, 2006 to present

*Develop, implement and evaluate service designed to help K-12 educators in the Ingham Intermediate School District in the area of English language arts curriculum, instruction, assessment, and school improvement/accreditation needs, with emphasis on middle and high school levels.

*Keep abreast of federal and state mandates relating to core curricular areas and assessment practices that impact local school districts; specifically the required state testing in the area of English language arts.

*Plan, organize and provide professional development activities related to English language arts.

High School English Teacher - Holt Senior High School, August 1996 to present

*Teach American Literature and Advanced Placement Literature

*Have team-taught with special education teachers and a history teacher

*Participate in Collaborating for Student Success—an interdisciplinary group of teachers focusing on student work

*Active participant in professional development

*Co-chair of North Central Accreditation Committee on Student Responsibility

*Faculty advisor for Multicultural Club for four years

*Mentor teacher for new teachers and several Michigan State University interns

Junior High School English Teacher - Holt Junior High School, August 1992 to June 1996

*Taught English 8 and English 9

*Team-taught with special education teachers and a history teacher

*Spokesperson for the Writing Across the Curriculum Committee

*Involved in the Writing Workshop and English-History PDS Projects

*Faculty Advisor for the Ski Club

*Mentor teacher for new teacher

Permanent Substitute - Holt High School, January 1992 to June 1992 and January 1991 to June 1991

*Taught American Literature and Grammar and Composition

*Collaborated with another English teacher while team-teaching Grammar and Composition

VITA

Nancy Theis
2581 Meadow Wood Drive
East Lansing, Michigan 48823

Experience

- **Coordinator of Elementary Response to Intervention Implementation and Data and Accountability Specialist (2005 to present)**, Coordinate the development and implementation of all the elements of RtI at the elementary level for all students in local districts. Collaboratively facilitate the development and implementation of assessment, planning and continuous improvement and monitoring systems for local district and ISD special education programs, services and students. Responsibilities include:
 - Coordinate county-wide RtI Initiative
 - Organize and provide support to Local Education Association RtI Coaches
 - Plan, organize and provide RtI training related to consensus, building infrastructure and implementation
 - Provide technical assistance with the Michigan Behavior and Learning Support Initiative and Research Based Practices.
 - Provide coordination and management of program evaluation
 - Provide planning, facilitation, technical assistance and data based decision making support to constituent district and ISD programs within state and federal mandates for special education compliance and accountability systems.
- **SCHOOL PSYCHOLOGIST**, East Lansing Public Schools, East Lansing, Michigan (1995 to 2005). Provided comprehensive school psychological services. Actively contributed to building-level intervention teams utilizing data-based decision to problem-solving referral questions. Consulted and collaborated with educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities. Oversaw the administration of Dynamic Indicators of Early Literacy Skills assessment, monitor the on-line database, interpret results, and offer suggestions for intervention. Supported the Early Childhood program with assessment, problem-solving and intervention strategies.
- **EDUCATIONAL CONSULTANT**, Office of Special Education and Early Intervention Services, Michigan Department of Education (Summer 2005). Reviewed grant applications for special education and various special projects.
- **SCHOOL PSYCHOLOGIST**, Ingham Intermediate School District, Mason, MI (February 1992-1995). Provided school psychological services to a rural district and functioned as a case manager coordinating assessments for the Ingham Diagnostic Services.

Education

- **Ed.S. Degree - School Psychology**, Michigan State University, East Lansing, MI - March 1992. Emphasis in developmental psychology, assessment and statistics. Program included the Interdisciplinary Specialization in Infant Studies, which emphasizes services to infants and families.
- **M.A Degree Educational Psychology**, Michigan State University - June 1989.
- **M.S. Degree Food Science and Human Nutrition**, Michigan State University - June 1981.
- **B.S. Degree Food Science**, Purdue University, West Lafayette, IN – May, 1979.

Honors

- Phi Beta Kappa National Honorary,
- Omicron Delta Kappa National Leadership Honorary,
- Phi Kappa Phi National Scholastic Honorary
- Phi Tau Sigma Honorary

VITA
Jeanne Yates Tomlinson
508 Southlawn Avenue
East Lansing, MI 48823
(517)333-2676

EDUCATION

MICHIGAN STATE UNIVERSITY
ENDORSEMENT, LEARNING DISABILITIES, 1988

MICHIGAN STATE UNIVERSITY
MASTER OF ARTS, VOCATION REHABILITATION COUNSELING, 1980

CULVER STOCKTON COLLEGE
BACHELOR OF ARTS, SPECIAL EDUCATION, 1975

EXPERIENCE

INGHAM INTERMEDIATE SCHOOL DISTRICT

Coordinator of Secondary Response to Intervention and Transition (2009-Present)

- Coordinate county-wide RtI Initiative
- Organize and provide support to Local Education Association RtI Coaches
- Plan, organize and provide RtI training related to consensus, building infrastructure and implementation
- Research evidence based practices
- Provide technical assistance with the Michigan Behavior and Learning Support Initiative
- Provide coordination and management of program evaluation

Special Education Consultant, 1999-2009

- Provide coaching and consultation to participating Local Education Associations within Ingham Intermediate School District in partnership with the HOPE Foundation to support school reform
- Assist local districts in the development and implementation of the Transition Outcomes Project
- Plan, organize and provide linkages with school and community services providers regarding transition services
- Provide coordination and management for the transition grant

PUBLICATIONS

Bang, M., Lamb, P., & Tomlinson, J., (1996) Schools and communities: a potent partnership for development of a transition system. Presented at the Annual Convention of the Council for Exceptional Children (CEC). Orlando, Florida.

Research published in

Anderson, C. & Fetters, M. (1996) Science Education Trends in Special Education, in Pugach, M. & Warger, C. (eds). Curriculum Trends, Special Education, and Reform: Refocusing the Conversation. Teachers College Press, New York.

Action Research published in

Teacher Research and Educational Reform Nintey-third Yearbook of the National Society for the Study of Education. The University of Chicago Press, 1994.

ACCOMPLISHMENTS

Fellow, Michigan Education Policy Fellowship Program, 2005-2006

Coordinator, Teacher Education Lab for Diverse Learners, Michigan State University, 2003- 2006

Teacher of the Year Award, 1997, Holt Business Alliance

Nominated for Teacher of the Year Award, 1996, Ingham Intermediate School District

Kelly J. Trout

Objective

Utilize my education and technology skills in a career that is challenging and rewarding.

Highlights

- Fourteen years of experience working in the evaluation and assessment field.
- Skilled in providing data coaching support.
- Understanding of many software packages including Statistical Package for the Social Sciences (SPSS), Survey Pro, NCS Scan Tools.
- Skilled in the design and development of database systems including web-based systems.
- Proficiency in spreadsheet, word processing, database and presentation software.
- Excellent decision-making abilities, interpersonal skills and problem-solving abilities.
- Effective facilitation, presentation and communication skills.

Professional Skills and Services

State Assessments, Federal Accountability, and State Accreditation System

- Created and facilitate the Ingham Educational Assessment Committee (IEAC), an informational network for local district assessment coordinators, curriculum directors, special education directors and others interested in assessment topics.
- Serve as Ingham Intermediate School District's State Assessment Coordinator.
- Participate in the Office of Educational Assessment and Accountability Advisory Committee meetings.

School Improvement and Effective Schools

- Provided coaching support for two local school districts (Williamston and Holt)
- Provide data coaching support to local school districts.

Data Collection, Analysis, and Interpretation

- Developed and maintain a web-based database to track services and demographic information.
- Develop, administer, collect and analyze various program evaluations.
- Provide analyses of state assessment data to Ingham county school districts.
- Present assessment results and tools for analyzing results to constituents. .

Software

- Expert knowledge level in the following programs:
 - Microsoft Access, Excel, Word, and PowerPoint
 - Statistical Package for the Social Sciences (SPSS)
 - SurveyPro
 - NCS scanning application

Education and Professional Development

Bachelor of Science in Education, Psychology major, History minor
Central Michigan University, *December 1994*

Work History

2003-present	Evaluation Specialist	Ingham Intermediate School District
1995-2003	Evaluation Assistant	Ingham Intermediate School District

Mary Jo Wegenke

6022 Sleepy Hollow Lane, East Lansing MI Tel: 571-230-0220 Email: semilyv@sbcglobal.net

CAREER OBJECTIVE:

To secure a position as Literacy Consultant with the Ingham Intermediate School District.

SUMMARY OF QUALIFICATIONS

- Elementary Education teacher for 19.5 years
- Member of MiBLSi Building Leadership Team
- Data Keeper of MiBLSi Building Leadership Team
- Presenter at 2010 MiBLSi State Conference
- Member of our Intervention Response Team
- Created Intervention Power Hour for grades K-3
- Compiled a Title I resource library of research based reading intervention materials

PROFESSIONAL EXPERIENCES

June 2006-July 2010	Emerson Elementary School	Owosso, MI
Title I Teacher Kindergarten -Sixth Grade (June 2006-June 2008)		
Title I Teacher Kindergarten - Third Grade (June 2008-June 2010)		

- Administered the benchmark and progress monitoring assessments of the Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS), Quick Phonics Assessment and the Emergent Literacy Survey assessments and the Houghton Mifflin Informal Reading Inventories to students in grades kindergarten through sixth.
- Developed intervention plans based on the Response to Intervention (RtI) framework for approximately 125 Title I students based on student assessment data
- Created a Power Hour for grades kindergarten through third as way to implement interventions for benchmark, strategic and intensive students
- Organized and participated in grade level data meetings to analyze the effectiveness of the interventions being implemented and made programming changes as necessary
- Responsible for the planning, scheduling and interventions for thirty 3rd grade students in the Targeted Assisted Program, a community based reading support program
- Planned and organized professional development related to literacy assessments, RtI, and research based intervention programs for the Title I staff at the building and district level
- Organized and executed various parent involvement activities such as: BINGO for Books, Accelerator Reader Night, Family Math Night, and a Parent/Mentor Breakfast
- Responsible for the supervision, scheduling and lesson planning for nine Title I Para-professionals
- Worked collaboratively with a staff of thirteen general education teachers and ancillary staff to schedule and plan interventions for tier 1, 2 and 3 students
- Maintained student information, program and assessment data for approximately 125 Title I students
- Generated caseload reports for Statewide Pupil Count day and a year-end Title I report
- Taught school-wide behavior expectations to students in grades kindergarten through sixth
- Created a lower-elementary DIBELS progress monitoring schedule for teachers
- Maintained parent communication through a web-page, quarterly newsletters and parent surveys

August 2002-June 2006 Emerson Elementary School Owosso,
MI

Second Grade Teacher- Job Share (August 2004-June 2006)

First Grade Teacher- Job Share (August 2002-June 2004)

Aug. 1998-June 2002 Schavey Road Elementary School DeWitt, MI

Second Grade Teacher- Job Share (August 2001-Present)

First Grade Teacher- Job Share (August 1998-June 2001)

- Maintained academic records for the students using Accelerated Reader and Clearview, K12-Scorecard
- Expanded the range of learning through whole-class, individual, and small-group instruction, cooperative education, and math, science, reading, art, and multi-sensory learning centers
- Developed multidisciplinary units and lessons in the curricular areas of: Mathematics, science, social studies, and Michigan Model based on the Michigan Department of Education benchmarks
- Designed performance assessments for math and science units based on Michigan Department of Education benchmarks
- Created various developmentally appropriate work stations based on individual needs
- Administered district wide common mathematic assessments on a quarterly basis
- Participated in team planning with grade level teachers on a weekly basis
- Wrote a bi-weekly newsletter, maintained a web page, reports, and individual weekly progress reports
- Supervised paraprofessionals working with the special needs students in my classroom
- Developed and implemented a variety of classroom and individual behavior management plans
- Team taught a social skills group with the school counselor
- Presented at the Owosso Public Schools Best Practice Fair
- Collaborated daily with staff and parents to promote student success
- Awarded 2 DeWitt Foundation Grants
- Supervised Owosso High School cadet teachers and Michigan State University senior education students working within my classroom

August 1993-1998 Scott Elementary School
DeWitt, MI

Fourth and Fifth Grade Resource Room Teacher and Inclusion Teacher

August 1991-June 1993 Perry and Shaftsbury Elementary Schools Perry,
MI

Resource Room Teacher

January 1991-June 1991 Perry Middle School
Perry, MI
Middle School Special Education Teacher

- Provided academic support in the areas of science and social studies
- Worked with ancillary staff to develop behavior modification programs, social skills, and transitional programs, dialogued on a daily basis with staff and parents regarding student progress
- Scheduled and conducted annual reviews, which resulted in instructional and behavior plans that paralleled students' functioning levels in grades first through eighth
- Worked with general education staff to provide academic support in science and social studies.
- Developed entire academic schedules in conjunction with the guidance counselor, created an annual review process to assess student progress

Mary Jo Wegenke

Page 3

PROFESSIONAL COMMITTEES

- Presenter at 2010 MiBLSi State Conference - Data + Decision = Action
- MiBLSi Building Leadership Team-Owasso Public Schools
- North Central Association and School Improvement-Owasso and DeWitt Public Schools
- Curriculum Mapping Mathematics Assessment Writing-Owasso Public Schools
- United Way Building Level Chairperson-Owasso Public Schools
- Curriculum Council, Language Arts, Social Studies and Science -DeWitt Public Schools

PROFESSIONAL DEVELOPMENT

- J. David Cooper-Response to Intervention
- MiBLSi-Response to Intervention Diagnostic Indicators of Basic Early Literacy Skills
- Reading First Grant/ LTRS Training
- Diagnostic Indicators of Basic Early Literacy Skills
- Anita Archer-Vocabulary and Comprehension
- Road to the Code
- Step Up to Writing
- MiBLSi-Implementation and Analysis of DIBELS 6TH Edition
- Michigan Literacy Progress Profiles (MLPP) Training
- Six Traits of Reading and Six and One Traits of Writing
- Phonographix

EDUCATION

Central Michigan University, Mount Pleasant, Michigan
Master of Arts, Degree Granted December of 1997
Major: Early Childhood Education

Central Michigan University, Mount Pleasant, Michigan

Bachelor of Science, Graduated, Cum Laude, December 1990
Major: Special Education-Teacher of the Emotionally Impaired
Minor: Psychology

Lansing Community College, Lansing, Michigan
Associate Degree: General Education, June 1988

REFERENCES

Mark Erickson Principal, Emerson Elementary School Coach 515 E. Oliver Street Owosso, MI 48867 989-445-0572 Email-Erickson@owosso.k12.mi.us	Melanie Kahler School Psychologist & MiBLSi External 5917 W. Sleepy Hollow East Lansing, MI 48823 517-230-1301 Email-kahler@sresd.org
Teresa Graham Assistant Principal, Owosso High School 765 E. North Street Owosso, MI 48867 989-723-8231 Email-grahamt@owosso.k12.mi.us	

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.

Internal Revenue Service

Date: March 31, 2004

Ingham Intermediate School District
c/o Business Office
2630 West Howell Road
Mason, MI 48854-9329

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Jeremy L. Vogelwohl 31-03888
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
38-1737701

Dear Sir or Madam:

This is in response to your request of March 31, 2004, regarding your organization's federal tax status.

Our records indicate that your organization may be a governmental instrumentality or a political subdivision of a state.

No provision of the Internal Revenue Code imposes a tax on the income of governmental units (such as states and their political subdivisions). Therefore, it has been the position of the Service that income of governmental units is not generally subject to federal income taxation. If, however, an entity is not itself a governmental unit (or an "integral part" thereof), its income will be subject to tax unless an exclusion or exemption applies.

One exclusion is provided by section 115(1) of the Code, which excludes from gross income:
"... income derived from ... the exercise of any essential governmental function and accruing to a State or any political subdivision thereof ..."

Your organization's income may not be subject to tax, either because the organization is a governmental unit (or an "integral part" thereof), or because the income is excluded under section 115. In addition, your organization may also be eligible to receive charitable contributions, which are deductible for federal income, estate, and gift tax purposes. Also, your organization is probably exempt from many federal excise taxes.

Your organization may obtain a letter ruling on its status under section 115 by following the procedures specified in Rev. Proc. 2002-1 or its successor.

Your organization may also qualify for exemption from federal income tax as an organization described in section 501(c)(3) of the Code. If the organization is an entity separate from the state, county, or municipal government, and if it does not have powers or purposes inconsistent with exemption (such as the power to tax or to exercise enforcement of regulatory powers), your organization would qualify under section 501(c)(3). To apply for exemption, complete Form 1023 and pay the required user fee.

Ingham Intermediate School District
38-1737701

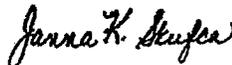
Sometimes governmental units are asked to provide proof of their status as part of a grant application. If your organization is applying for a grant from a private foundation, the foundation may be requesting certain information from your organization because of the restrictions imposed by the Code on such foundations. One such restriction imposes a tax on private foundations that make any "taxable expenditures." Under section 4945(d) and (h) of the Code, "taxable expenditures" include (1) any grant to an organization (unless excepted), unless the foundation exercises "expenditure responsibility" with respect to the grant; and (2) any expenditure for non-charitable purposes. Under section 4942 of the Code, private foundations must also distribute certain amounts for charitable purposes each year--"qualifying distributions"--or incur a tax on the undistributed amount. "Qualifying distributions" include certain amounts paid to accomplish charitable purposes.

Private foundation grants to governmental units for public or charitable purposes are not taxable expenditures under these provisions, regardless of whether the foundation exercises "expenditure responsibility." Under section 53.4945-5(a)(4)(ii) of the Foundation and Similar Excise Tax Regulations, expenditure responsibility is not required for grants for charitable purposes to governmental units (as defined in section 170(c)(1) of the code). Similarly, grants to governmental units for public purposes are "qualifying distributions", under section 53.4942(a)-3(a) of the regulations; and, if they are for charitable purposes, will not be taxable expenditures, under section 53.4945-6(a) of the regulations. Most grants to governmental units will qualify as being for charitable (as well as public) purposes.

Because of these restrictions, some private foundations require grant applicants to submit a letter from the Service determining them to be exempt under section 501(c)(3) and classified as a non-private foundation. Such a letter, or an underlying requirement that a grantee be a public charity, is not legally required to be relieved from the restrictions described above, when the prospective grantee is a governmental unit and the grant is for qualifying (public or charitable) purposes.

We believe this general information will be of assistance to your organization. This letter, however, is not a ruling and may not be relied on as such. If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/15/2010

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Crosby & Henry Insurance 590 Cascade West Parkway, S.E. Grand Rapids MI 49546		CONTACT NAME: Shari Miranda PHONE (A/C. No. Ext): (616)942-5480 FAX (A/C. No): (616)942-0346 E-MAIL ADDRESS: SMiranda@Crosbyhenry.com PRODUCER CUSTOMER ID #: 00014656	
INSURED Ingham Intermediate School District 2630 W Howell Rd Mason, MI 48854-9329		INSURER(S) AFFORDING COVERAGE INSURER A: Citizens Insurance Company NAIC # 31534 INSURER B: Massachusettes Bay 22306 INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES

CERTIFICATE NUMBER: 10 - 11

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY			Z7I0476219	7/1/2010	7/1/2011	EACH OCCURRENCE	\$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person)	\$ 15,000
	GEN'L AGGREGATE LIMIT APPLIES PER:							PERSONAL & ADV INJURY
	<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						GENERAL AGGREGATE	\$ 2,000,000
							PRODUCTS - COMP/OP AGG	\$ 2,000,000
B	AUTOMOBILE LIABILITY			ADI0447398	7/1/2010	7/1/2011	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO						BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS						PROPERTY DAMAGE (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS						Uninsured motorist combined	\$ 1,000,000
	<input type="checkbox"/> NON-OWNED AUTOS						PIP-Property damage liability -	\$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR			U7I0474768	7/1/2010	7/1/2011	EACH OCCURRENCE	\$ 5,000,000
	<input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE						AGGREGATE	\$ 5,000,000
	<input type="checkbox"/> DEDUCTIBLE							\$
	<input checked="" type="checkbox"/> RETENTION \$ 10,000							\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			N/A			WC STATU-TORY LIMITS	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input type="checkbox"/> N					E.L. EACH ACCIDENT	\$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Re: 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application

CERTIFICATE HOLDER

CANCELLATION

MDE-SSOS@michigan.gov Michigan Department of Education 608 W. Allegan Street P.O. Box 30008 Lansing, MI 48909	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE John Karle/SHARI 
---	---