

SUBMISSION INSTRUCTIONS

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



Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

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

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

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

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

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

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity			
[REDACTED]		Kent Intermediate School District			
3. Name of Entity as you would like it to appear on the Approved List					
Kent 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 Karen Ruple		Phone 616. 365. 2286		Fax 616. 364. 9796	
Street Address 2930 Knapp NE		City Grand Rapids		State MI	Zip 49525
E-Mail karenruple@kentisd.org		Website http://kentisd.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): Kent Intermediate School District			Name(s) of District(s): Grand Rapids Public Schools, Godfrey Lee Public Schools (These are the current districts. If there are additional districts on the 9/1 list, they would be added.		

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): Nobody directly involved with HP schools is on a school board, but I can't speak for everyone in our organization who might come in contact with GRPS or GLPS.

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)

Kent ISD has provided support for high priority Title I schools through placement of MSU trained Leadership Coaches the past four years. These coaches continue to participate in the MSU Leadership Coach Institutes and MSU's Principal Fellowship meetings. Kent ISD received permission to pilot Leadership Coaches in schools in lower AYP phases so we have experience in schools ranging from Phase 0 (Continuation) up through Phase 6.

Leadership Coaches work with building principals and School Improvement Teams to strengthen school processes, teacher moves, principal moves and focus staff on how to measure student achievement growth. Leadership Coaches support professional development that aligns with the buildings' School Improvement Plans and support communication structures.

Kent ISD also supports schools by assigning consultants to Process Mentor/Data Reivew teams. These teams partner with district personnel, MDE consultants (in some cases) and School Improvement Teams to monitor student learning relative to Student Learning Objectives that align with School Improvement Plans. These monitoring visits occur from four to six times during the school year.

Both of these initiatives involve support to the schools' systems that can be sustained when the Leadership Coaches and other outside eyes are not longer there.

Professional development opportunities have been provided to high priority schools in the past four years. GRPS has had a focus on critical thinking at the elementary level and encouraged teachers to attend Thinking Map training. A Thinking Maps coach has been hired by Kent ISD to provide support for trained teachers through modeling, coaching, collaborative planning and providing professional development for new teachers in buildings.

Middle and high schools are starting to see students coming to them who are using Thinking Maps on their own and asking questions about Thinking Maps so the training is spreading to the secondary levels.

Writing has also been a focus in GRPS and the ISD has supported this initiative with writing coaches, professional development, modeling and coaching. Given that writing is no longer part of AYP, that focus has lessened somewhat. Kent ISD is no longer supporting writing coaches but is still providing professional development for informational writing.

Two high schools that became Title I this past year were not making AYP due to reading and one also had a subgroup gap in math. Kent ISD provided support through a Process Mentor Team Support position to help set up a student achievement data system

to verify whether or not students' reading comprehension was increasing in all subject areas. Kent ISD also provided an Instructional Coach to provide professional development in Close and Critical Reading Comprehension Skills for all teachers in all content areas.

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)

Kent ISD, in partnership with Wyoming Public Schools, instituted an intervention with three elementary schools that were identified in high AYP phases in 2002 when No Child Left Behind mandated AYP phases and sanctions. With no funding, we collaboratively worked with WPS and placed combination Leadership/Instructional Coaches in three buildings, instituted Governance Boards in the buildings and mandated professional development in deficit areas.

The Governance Board visited schools four to six times during the next three years to monitor student achievement data, did walk-throughs in classrooms to look for evidence of instructional strategies and gave the school feedback as to next steps.

All three buildings made AYP after one year of these intense interventions and went back to Phase 0 after two years. The structures continued in place with less intensity for a third year to ensure that the systems to look at data and collaborate around student work and the necessary principal leadership and monitoring skills were going to be sustained. None of those buildings have yet failed to make AYP in either subject area.

This is anecdotal data, but it is also what inspired the current structure of the Statewide System of Support.

Regarding Kent ISD's current and planned support to high priority schools, MSU has thoroughly researched different models of coaching and their Consultative Coaching model has been fully researched by Richard Elmore at Harvard. There is much information on the model at their website: http://michiganprincipalsfellowship.org/index.php?option=com_frontpage&Itemid=1 that explains this better than Kent ISD can.

MAISA trains Instructional Coaches and has rigorous standards, based on research, for its model. Information for that can be found at: <http://gomaisa.org/TitleIGrant/tabid/479/Default.aspx>

Writing professional development has been contracted out to Blueprints for Communication. Information on this can be found at: <http://www.blueprints2011.com/>

Sharon Spencer, the Blueprints for Communication consultant, implements Best Practices for Writing based on the research as well as on her experience. Some of the resource citations are:

<http://curriculum.d91.k12.id.us/Curriculum%20Resources/Six%20Traits%20of%20Writing/06%20Resources%20For%20All%20Traits/07%20Multiple%20T>

raits/Best%20Practices%20for%20Teaching%20Writing.pdf

Thinking Maps are a type of Non-Linguistic Representation matched to types of thinking that has been thoroughly researched by David Hyerle. There are citations available at: <http://www.mapthemind.com/research/research.html>

The best data Kent ISD can provide is the fact that there are five elementary schools and one middle school that have been receiving the services described in our application and all six of them are back to Phase 0 and in Continuation. They will not be eligible for the Statewide System of Support in the 2010/11 school year.

Kent ISD will take what it has learned from these experiences at elementary and middle school and continue to refine them to better serve secondary schools.

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

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

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

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

The Statewide System of Support is a best practice example of job-embedded professional development model:

+Leadership Coaches receive training at MSU, with their assigned principals and the SI Teams. Then the coaches are back in the buildings in order to support the principal in her/his leadership role and to nudge the SI Team to focus on the strategies learned at MSU. All are on the same page and the monitoring of SI activities by the coach ensures that attention is directed at the processes that support student achievement.

+The Mentor Team meets with the principal and SI Team at the beginning of the year to review the SI Plan, the School Data and Process Profiles, the MEAP/MME results and other pertinent information in order to organize for the review of local student achievement data in the AYP deficit content areas and subgroups. The ISD member of the team serves as the note-taker, critical friend and offers support in between meetings. This process holds up the expectation that teachers will look at achievement data at least four times a year, focus on common instructional strategies and reflect on and revise instructional practices as needed. This is part of the every day work of school for staff.

+The professional development provided to high priority buildings through the Regional Assistance Grant always includes the accessibility of follow-up at the building level. The writing consultant goes into buildings and models for teachers, observes their practice, coaches and collaboratively plans. The Thinking Maps consultants provides the same support. These professional learning opportunities have been going on for three years and the practices are becoming part of the culture in participating schools.

+Instructional coaches are the epitome of job-embedded professional development. Teachers have collaboratively looked at student achievement and school process data and selected an evidence-based intervention which is supported by an instructional coach. This coach delivers professional development at the school models, coaches and collaboratively plans with teachers.

Principals, school improvement teams and teachers are significant players in job-embedded professional development. Support staff have occasionally participated in professional development opportunities, but budget cuts have drastically cut back on the number of support people and there has not been a need identified for their support in an embedded professional development plan.

**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)

Kent ISD has implemented the Statewide System of Support in accordance with all state and federal requirements. All of the components of the SSoS are aligned with the School Improvement Framework. Kent ISD consultants support the high priority schools in data collection, aligning assessments to the content expectations, analyzing MME and MEAP results, completing all five parts of the Comprehensive Needs Assessment as well as improvement plans.

Given that many of our high priority schools are not making AYP due to the subgroup of special ed students, the disaggregation of data for this subgroup, the inspection of the grade level appropriate content expectations, the conversations around the appropriate instructional strategies and the sharing of resources to support teachers who are responsible for the achievement of special ed students have all been important focus areas for our work.

Several of the high schools in the SSoS are NCA accredited and we provide technical assistance with that accreditation process as well as reinforcing that NCA schools are also MDE schools in that they, too, must do the same One Plan on the AdvancEd site.

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)

The experience that Kent ISD has had with the Statewide System of Support has evidenced that our consultants have significant knowledge and experience in implementing successful sustainability plans.

For those buildings wanting to access Leadership Coaches, Mentor Team support, Instructional Coaches and/or professional development from us through the School Improvement Grant, we will ensure that the implementation begins intensely in the first year and tapers off by the third year and there are systems in place to continue the monitoring of the processes.

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)

Kent ISD School Improvement Consultants can be contacted at:

Kent ISD
2930 Knapp NE
Grand Rapids, MI 49525
616.364.1333

Karen Ruple, School Improvement Consultant

- +coordinates /administers the Regional Assistance Grant and Title I Accountability Grant for high priority schools
- +serves as the ISD representative on Mentor Teams
- +organizes/supervises/supports Leadership Coaches
- +liaisons with MAISA Regional Support Coordinator regarding Instructional Coaches and the Title I Accountability Grant; meets with Instructional Coaches with Regional Support Coordinator
- +communicates with high priority districts' central office personnel and principals regarding support for high priority schools
- +supports data collection and analysis for high priority schools' staff

Ben Boerkoel, School Improvement Consultant

- +serves as the ISD representative on Mentor Teams
- +participates in Leadership Coach meetings
- +communicates with high priority principals and teachers regarding needed support
- +supports data collection and analysis for high priority schools' staff

SECTION C: ASSURANCES

The applicant entity:

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

SECTION D: ATTACHMENTS

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

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE