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
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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**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
Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<tbody>
<tr>
<td>Michigan Association of Secondary School Principals (MASSP)</td>
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<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<tr>
<td>Michigan Association of Secondary School Principals</td>
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<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tbody>
<tr>
<td>☐ For-profit</td>
<td>☐ Business</td>
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<tr>
<td>☒ Non-profit</td>
<td>☐ Community-Based Organization</td>
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<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>☐ Institution of Higher Education</td>
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<td>☐ School District</td>
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<td>☒ Other</td>
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<td>(specify): Professional Organization</td>
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<th>6. Applicant Contact Information</th>
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<tbody>
<tr>
<td>Name of Contact: James Ballard</td>
</tr>
<tr>
<td>Street Address: 1001 Centennial Way, Suite 100</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:jimb@michiganprincipals.org">jimb@michiganprincipals.org</a></td>
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<th>7. Local Contact Information (if different than information listed above)</th>
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<tbody>
<tr>
<td>Name of Contact:</td>
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<tr>
<td>Street Address:</td>
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<th>8. Service Area</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>☒ Statewide</td>
</tr>
<tr>
<td>Intermediate School District(s):</td>
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9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes  ☒ No

What school district are you employed by or serve: **none**

In what capacity are you employed or do you serve (position title): **none**

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.
The Michigan Association of Secondary School Principals (MASSP) seeks to become an external provider for **job embedded professional development at the leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement** for schools that receive the AARA school improvement grant. MASSP offers a wide array of professional development tailored to meet the needs of middle level and high school leaders and their staff. Our professional learning opportunities emphasize the “how” of secondary school instructional leadership and organizational management in the areas of:

- School-wide instructional improvement
- School culture
- Student engagement
- Strategic planning and allocation of resources and budgeting
- Collaborative leadership
- Data analysis and decision-making
- Scheduling options to maximize learning
- Effective communication and relationship building through technology use and the digital learning community

We focus on successful implementation of comprehensive strategies that align with the school improvement plan. We offer quality training and job embedded performance projects, delivering our training in a variety of venues to fit the learning styles and lifestyles of busy school leaders.

**MASSP Executive Series Training Program Description**

The MASSP Executive Training Series is approved by the Michigan Department of Education for a Specialty Endorsement in Principal Leadership and is aligned with the School Improvement Framework and the State Board of Education Standards for Principals. As an added benefit, administrators who have a basic administrator certificate can earn a specialty endorsement by completing the performance tasks associated with the program or earn 18 SB-CEUs.

**Components of the MASSP Executive Training Series**

**Principal Boot Camp** focuses on the instructional leadership and the organizational competencies needed for a successful principalship. MASSP's Principal Boot Camp is a yearlong program for secondary school building administrators. The Principal Boot Camp includes a two-day intensive basic training seminar, a one-day tactical training review seminar, and a one-day after action review seminar. Some topics addressed in Principal Boot Camp include the “how tos” of:

- Building the capacity for instructional leadership
- Designing and executing strategic plans—The 100 Day Planning Process
- Communicating effectively with the school community
- Building collegial relationships with school community constituents
- Executing educational policies and processes for student growth
- Managing required reporting mandates
- Hiring and evaluating school personnel and managing school personnel contracts
- Designing master schedules and flexible organizational structures that optimize student learning
- Establishing a college and career ready school climate of high expectations
- Managing resources and school budgets

Participants also participate in online discussion boards, seminars, and monthly webinars.
during the intercessions. Principal Boot Camp personnel make site visits throughout the year for one-on-one consultations and technical assistance. Principal Boot Camp participants produce performance-based projects that utilize the concepts introduced in the seminars and online professional learning programs.

**Breaking Ranks II™ and Breaking Ranks in the Middle™ Training** examines successful processes and strategies that have high yield results for secondary redesign and change. The cornerstone strategies of collaborative leadership, personalization and curriculum, instruction, and assessment guide the training series that aims to provide secondary schools with a focused, research based framework, as well as strategies for school redesign of educational programs that fit the needs of the 21st Century student.

The Breaking Ranks framework presents research-based practical strategies and methods for implementation. The training’s interactive structure shows leaders how the concepts of the framework are logically aligned and intermixed, providing them with the tools needed to implement the strategies in the framework. *Breaking Ranks: A Field Guide for Leading Change* addresses the “how” of school change. Through a focus on collaborative leadership, this guide provides a process that school leadership teams can use to implement and sustain change.

Breaking Ranks II and Breaking Ranks in the Middle trainings are two-day events that aim to build leadership capacity, so that principals, assistant principals, and teachers can engage their schools in systemic reform. During the training, school leaders have time to focus on essential questions around building the vision, mission and collaborative learning community in the school. The training also equips the team with a process for data driven decision-making and strategic planning. Team leaders participate in a third day of training where they build the capacity to conduct BRII training for the building faculty and school community.

**Michigan Merit Curriculum School Data Review**—This training series presents a data analysis process along with technology tools and protocols to support the attainment of the Michigan Curriculum Framework and the Michigan Merit Curriculum, as well as provide data about the preparation of their students for the Michigan Merit Examination. The MMC School Data Review uses real time data that is available in the school building to provide school administrators and school leaders with focused and effective processes to discover building practices and policies that may contribute to achievement gaps and gaps in student college readiness. The MMC School Data Review also provides structures for collaborative conversations, as well as strategic planning tools for school improvement planning, implementation, and evaluation.

- **Master schedule analysis**—The MMC Data Review does a master schedule analysis to look at structures and patterns to identify practices and policies that may be inefficiencies and obstacles to student achievement. The master schedule analysis provides data on the use of instructional time and teacher quality and experience.

- **The student transcript analysis** provides data on the number of students who are on track to graduate college and career ready. The analysis looks at college ready course taking patterns, college ready assessment scores (Explore, PLAN, ACT if available), support classes, attendance, and GPA. The tool can also be sorted to identify students who are struggling and are in need of intervention and support.

- **The assignment and assessment alignment process** looks at real time assignments and assessments given by all teachers in a subject area at the school over a period of time (usually a week). Teams are guided through the *Standards in Practice™* protocol designed by the Education Trust. Participants identify the purpose of the assignment/assessment, as well as the skills and knowledge the student will need to successfully complete the assignment or assessment. Then the team must
find the grade level content expectation (s) that most closely corresponds with the assignment. If the assignment/assessment is misaligned and off grade level, (which is more than often the case), the team rewrites the assignment/assessment to match grade level content expectations and the new Common Core standards.

- **The support and intervention analysis** looks at all the supports and interventions currently offered in the school. These supports and intervention are classified as structural and instructional. They are also examined for effectiveness, monitoring, and service eligibility. Using the results of this data tool, along with the findings of the master schedule, transcript, and assignment and assessment alignment data, teams can create a tiered system of support that is matched to the specific needs of the students they serve.

**Other Data Tools**
Other data tools and protocols are available to supplement the MMC School Data Review.

**The Early Warning System Tool**—Designed by the National High School Center, the Early Warnings System tool flags students who display one or more of the indicators for dropping out of schools.

**KEYS 2.0**—KEYS 2.0 is a resource for determining the strengths and weaknesses in schools. It measures the 42 indicators of a quality school through an online survey, provides guidance and resources for making changes based on the data, and is an important tool in the school improvement process. KEYS 2.0 can be used by individual schools within a district or by all schools within a district. When all schools participate, district results are generated as well as individual school results.

**VAL-ED**—The Vanderbilt Assessment for Leadership in Education (VAL-ED) distributed by Discovery Education, is a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal’s perceived performance. Aligned to the Interstate School Leaders Licensure Consortium, VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement.

**ACT Linkage Report**—The Linkage Report is available exclusively to MASSP members. The Linkage Report helps principals demonstrate student academic growth by providing matched data on student performance between Explore® and Plan® and between Plan® and the ACT®.

**Other MASSP Professional Learning Opportunities**

**Raising Student Voice & Participation (RSVP)**—As schools engage in school redesign and change, it is essential that the all-important voice of the students, those who will be most affected by change, have a presence and representation at the decision-making table. RSVP is a student engagement program aligned with school reform efforts of the Breaking Ranks framework. RSVP is student leadership-led initiative that involves the entire student body in active civic learning and citizenry. Student leaders plan and facilitate a series of student summits that engage the entire student body in dialogues about school change. Students are trained in the process, with the support of their principal and adviser.

**MASSP Conventions, Summits, Institutes, Seminars, Webinars, and Interactive Websites**
Each year, MASSP offers a wide range of professional learning opportunities that focus on the implementation of evidence-based promising practices.

**The Annual Convention, Summits, and Institutes** convene school leaders around the themes of instructional leadership, and implementation for results. MASSP brings in the best, nationally recognized leaders in education and leadership development for interaction and Michigan Department of Education
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engagement with Michigan’s school leaders. Recent keynote presenters have included Kati Haycock and Paul Ruiz--Education Trust, Brian McNulty, McREL, Doug Reeves--Measured Progress, Bill Bushaw--Phi Delta Kappan, Cindy Schmieser and Galen Johnson--ACT, as well as Superintendent Mike Flanagan and other MDE officials. Workshops led by successful practitioners provide attendees with opportunities to learn from colleagues as well as problem solve, and network with their fellow practitioners.

**Our seminars, workshops and summits** present evidence-based promising practices on job embedded topics such as classroom management, teacher evaluation, legal updates to school law, interviewing techniques, school organization and scheduling, adolescent literacy, and Michigan Merit Curriculum implementation. MASSP also hosts symposiums and summits on pertinent topics like credit recovery, middle school Schools to Watch, and International Baccalaureate programs.

MASSP offers **live and “on demand” recorded webinars** on relevant topics such as the implementation of the Michigan Merit Curriculum, flexible scheduling options, middle level grading policies, successful transitions to high school, and preparing middle school students for college readiness. MASSP is working with other regional state associations to expand its webinar offerings, complete with online conversations and discussions with the presenters after the live event, and an archived library of webinars.

MASSP has developed its web site [www.mymassp.com](http://www.mymassp.com) as an interactive digital educational learning community, where members can contribute and rate content, blog, participate in online discussion forums, and network. In collaboration with MDE, MASSP hosts a digital learning community, Graduation Town, [www.graduationtown.org](http://www.graduationtown.org) centered on dropout prevention for participants in the Superintendent’s Dropout Challenge. MASSP has received approval to pilot granting SB-CEUs for web site participation, contributions, and reflections.
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 MASSP Executive Training Series and professional learning opportunities are grounded in recent research on school reform and redesign, and are aligned with professional school leadership standards from major organizations such as MCREL Balanced Leadership standards, ISLLC Leadership standards, Michigan Professional Preparation Standards for Administrators, and the National Board of Teacher Certification’s newly developed Accomplished Principals Standards.

Research on School Reform and Turning Around Low Performing Schools

While research on school leadership and its relationship to student achievement is a relatively new but growing body of research, studies show the strong relationship between effective school leadership and student performance. According to the comprehensive report, How Leadership Influences Student Learning, leadership is second only to classroom instruction among school-related factors that impact student achievement. “Effective principals and school administrators set the organizational direction and culture that influences how their teachers perform,” they report. The authors also conclude that the impact of school leadership tends to be greatest in schools where the learning needs of the students are the greatest. (Leithwood, Louis, Anderson and Kyla Wahlstrom 2004, 2010)

Studies on school reform, high-performing schools, and professional school leadership standards include several elements as critical conditions for transforming secondary schools into institutions where all students learn and perform at high levels. These studies identify principal leadership actions that are characteristic in high performing schools.

“In successful schools the principal leads the work by aligning resources with learning activities, needs and priorities, and creating structures and incentives for learning around a common agenda; creating well-functioning instructional teams and distributing authority among many different staff in the school building (including teacher-leaders) to realize that vision; and, building external relations that can support a school-wide learning agenda, including garnering community support, sufficient resources and anticipating resistance or conflict.” (The Wallace Foundation, 2009).

As reported in High-Needs Schools: What Does It Take to Beat the Odds? several differences emerged between the perceptions of teachers in high-performing vs. low-performing schools. “Teachers in the low-performing schools reported their schools were doing many of the “right” things that research says are correlated with higher levels of student achievement. For example, they were offering challenging curricula, encouraging teacher collaboration, and improving teachers’ practices through high-quality professional development. The missing ingredient—the thing that beat-the-odds schools were attending to that those struggling schools were not—was their school culture. The beat-the-odds schools appeared to have aggregated many smaller influences together to create what we might call a “culture of high expectations.” (McREL, 2005)

The report delineates the distinguishing characteristics of high performing, high-needs, beat-the-odds schools. These include: shared mission & goals (common vision and clear focus for resources); academic press for achievement (high expectations for all); orderly climate (clear and enforced rules for student behavior); support for teacher influence (leadership shared with teachers); and structure (clear student goals, strong classroom management).

MASSP programs provide on-going professional learning for the leadership development for the creation of the kind of culture of excellence described above. School culture has proven to be a critical, but often overlooked (because it is hard to tackle) component for successful implementation of school improvement efforts. School climate and culture are expressly Michigan Department of Education
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addressed in MASSP professional learning opportunities.

**Breaking Ranks II:** Breaking Ranks II and Breaking Ranks in the Middle training modules were developed as a collaborative effort between the National Principals Association (NASSP) and the Education Alliance of Brown University who conducted the research. Breaking Ranks research is often cited in the works of reform experts like Robert Marzano, Tony Wagner, Linda Darling Hammond, James Coleman, Ted Sizer, and Richard Elmore. Currently over 6,000 school leaders across the nation have completed Breaking Ranks Training.

**Evidence of Success**

NASSP identifies each year “Breakthrough High Schools” that use the Breaking Ranks principles and strategies to redesign their secondary schools and greatly improve student achievement. These schools become demonstration sites and evidence of successful results when Breaking Ranks strategies are fully implemented. A list, along with documentation of successful implementation initiatives, is available at [http://www.principals.org/tabid/2066/default.aspx](http://www.principals.org/tabid/2066/default.aspx).

In Michigan, Breaking Ranks has been used successfully in several districts. For example, the Plymouth Canton Community Schools used Breaking Ranks II to train representatives of their entire district including school board members, central office administrators, building staff and students as they redesigned their district’s administrative structure. After implementation of the new structure, Breaking Ranks in the Middle training was extended to the middle school staff as the district continues to redesign their secondary system around the framework.

The Michigan Coalition of Essential Schools used the Breaking Ranks strategies as the foundation of their Small School Community grant where they worked with seven high schools that were on the high priority schools list. All but one school involved in the grant have worked their way off the list, in part because of the customization of the research-based reform strategies presented in the training.

Several schools have incorporated many of the strategies addressed in the Breaking Ranks II training to redesign their schools using the evidence-based promising practices outlined in the training. For example, Skyline High School in the Ann Arbor Public Schools, leaders used Breaking Ranks II training as one of the foundational pieces of their strategic plan as they designed and opened up a new high school based on 21st Century best practices. Breaking Ranks II was the cornerstone of Milan High School’s restructuring effort and the staff saw steady gains in achievement in math and English Language Arts as a result.

**Principal Boot Camp**

Recent research supports the need for balance between instructional leadership and management (Public Agenda for the Wallace Foundation, 2007). The dilemma many principals face is connecting the research of best practice with the school management requirements needed to carry out these best practices.

Striking that proper balance is problematic for principals who receive little training in education leadership preparation programs. “Today's school superintendents want their principals to display prowess in everything from accountability to instructional leadership and teacher quality, but principals themselves don't think they are equipped for these duties.” (Hess, Kelley, 2005)

The 2007 Public Agenda report for the Wallace Foundation identified the desired training for principals who lead in an era of accountability, charter school, data and assessment and an Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application 14
every changing policy environment. These areas include technical assistance and training in budgeting and compliance issues, conflict resolution, working with parents and the community, change leadership, building collaborative communities, strategic planning and effective communication methods. Principals also cited that they considered the opportunity to network and learn from each other was highly valuable professional learning.

Principal Boot Camp provides principals with the leadership and management training and tools outlined above that principals indicate they need to implement school improvement plans that produce results. Currently four cohorts and 105 principals have completed the yearlong program. The evaluations of the program have been stellar.

MMC School Data Review

The Michigan Merit School Data Review is a unique school data review because it uses data that is readily available in the school building to provide a data picture of the structural and instructional impediments that may be impacting student achievement in their school building. The review team looks at structural factors such as the master schedule, course offerings, and teacher assignments, and instructional practices of assignment alignment and assessments and systems of support and intervention to inform school improvement needs.

The MMC School Data Review is a hybrid of the Opportunity Audit designed by the Education Trust who used the audit tools, which incorporate the Standards in Practice™ protocol to identify and address achievement gaps. Initially, Standards in Practice™ was implemented in 16 schools in El Paso; Pueblo, Colo.; and North Philadelphia. Since 1995, Standards in Practice™ has been used in a variety of districts, from Los Angeles to Lancaster, PA. In addition, Standards in Practice™ has been demonstrated in places such as New York City; Atlanta; St. Louis; Flint, Mich.; Broward County, Fla.; Newark, Baltimore; and Long Beach, Calif.; as well as for the National Science Foundation’s Rural Systemic Initiative. (http://www.edtrust.org/)

A 2000 study of the Cincinnati Schools found that there was an overwhelmingly positive association between student achievement and Standards in Practice™. Improvement in test results was more positive for school teams with a more complete SIP implementation. Students in schools with neither Standards in Practice™ nor the Team-Based Schools program made the smallest achievement gains. (Team-Based Schooling in Cincinnati: The Third Year. CPRE, November 2000).

In Michigan, 39 schools have participated in the Opportunity Audit/MMC School data review. Schools have used their findings to implement school based plans such as realigning resources to acquire a literacy coach, reorganizing the master schedule to allow common planning time for teachers, aligning assignments using SIP protocol, designing support classes, using the data to design Response to Intervention (RTI) and support systems, and developing a targeted professional development calendar.
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
MASSP designs its professional development offerings based on the belief that professional learning is not a “one shot”—“sit and get” event. We also strongly believe in the power of networking and collegial learning among Michigan principals and school leaders. Therefore MASSP uses a variety of delivery methods, from face-to-face professional development to online delivery platforms that are designed to meet the needs of busy secondary principals who often do not have the opportunity or desire to be away from their buildings during the school day.

MASSP is a proponent of school-based team approach where school leaders design, implement and sustain school improvement by working together. MASSP agrees with the philosophy expressed by Richard Elmore about the importance of creating collaborative professional learning communities as the means for the establishment of quality professional development at the school building level. “The consensus view of effective professional development derives from the assumption that learning is essentially a collaborative rather than an individual activity—that educators learn more powerfully in concert with others who are struggling with the same problems—and that the essential purpose of professional development should be the improvement of schools and school systems, not just the improvement of the individuals who work in them.” (Elmore, 2003, p. 96)

MASSP programs are designed to provide job-embedded professional development for secondary principals and their staff. The MASSP Executive Training Series is aligned with the performance standards in the Michigan Department of Education Administrator Certificate Specialty Endorsement Program Standards. Each of the performance assessments in the program is designed for administrators to complete performance tasks that are personalized to their job context.

In the Principal Boot Camp program, administrators attend a three-day training session during the summer to learn and practice the myriad of structural and instructional job expectations of the principalship. Led by a faculty of experienced principals and school administrators, participants develop two 100-Day Plans that are based on some of the specific job needs at their buildings. Participants are supported by the Principal Boot Camp directors throughout the school year who provide support through an online web site and on site visits to the principals’ buildings. Principals attend a mid-year training session in December to prepare for the end of the year principal duties and review, revise and update their 100-Day plans. At the final session in June the principals present results data on their plan and are rated by peers and faculty on a rubric that is aligned with the performance standards outlined in the Michigan State Board of Education Standards for Preparation School for School Principals and Michigan School Improvement Framework.

The Michigan Merit Curriculum School Data Review uses data from the school building to analyze structural and instructional needs of the building. The school uses an Excel tool to discover and understand the correlation between the structural components of the school like the master schedule, teacher assignment, the use of school instructional time and the instructional impact these practices have on grades, teaching and learning in the Michigan Merit Curriculum and statewide assessments. Since the data is their own building data that the school team brings to the training and hand inputs into the data tool, there have been fewer tendencies to doubt or make excuses for the data results. This authentic job embedded data review provides the school team with the needed evidence to problem-solve with their school colleagues and district personnel for targeted and specific improvements to increase student achievement. The data tool can be updated regularly to monitor progress.
Breaking Ranks Training is a job embedded professional learning process where the school leadership team and the entire school participates in school redesign based on the research and best practice. Breaking Ranks training offers the opportunity to examine the current school culture and instructional programs and provides a model and tools for developing plans to redesign the school for increased school achievement. Because every school has its own DNA, Breaking Ranks training is designed to be flexible and ongoing. School leaders learn a model for sustainable continuous progress. The companion RSVP program involves the students in the school in the redesign and change process. Students provide an important and valuable voice to change efforts, and their involvement in the change effort is a crucial component for success.

MASSP’s conferences, summits and conventions are designed based on membership data and surveys. Our relevant and timely training programs are designed so that participants can return to their buildings to immediately begin using the skills and tools provided in the professional learning events. With the development of our interactive web site, learning is extended through discussion forums, blogs, webinars, and document sharing. Recorded sessions, videos, handout materials and other useful tools are posted on our web site. Many of our on site trainings are extended to our web site with Q & A sessions, online groups and online chat sessions.
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)

Aligning model(s) to be implemented with the School Improvement Framework, Comprehensive Needs Assessment, One Plan, One Voice

Throughout the development and implementation of the School Improvement Framework process, MASSP has worked with the Office of School Improvement (currently the Office of Education Improvement and Innovation) by providing principal input and representation on several committees related to the school improvement framework and accreditation. MASSP especially supported the development of the Leadership strand of the School Improvement Framework and hosted several sessions with the Balanced Leadership framework architects including Brian McNulty at our annual conventions to complement the department’s roll out of the framework. MASSP has also provided several workshops and webinars for our members on the CNA/NCA-Advanced Ed process as well as posted resources for principals on the MASSP web site. Our Principals HelpDesk also archives resource documents to aid principals in the development, alignment, and implementation of quality school improvement plans.

The Framework for Educator Evaluation, jointly developed with the Michigan Education Association, AFT-Michigan, and the Michigan Elementary and Middle Schools Association uses the school improvement plan as the driving focus for the development of professional learning goals in the evaluation process. This framework recommends that all educator evaluation goals be directly tied to the building/district school improvement goals. The framework guidelines recommend that every educator’s evaluation should be measured by the successful accomplishment of goals that have been derived from the building/s/district’s School Improvement Plan. The framework makes the strong connection between school improvement and student growth and achievement.

MASSP staff and Executive Board members continue to support school improvement efforts by serving on several MDE committees including the High School Core Team, Technology Committee, Alternative Certification, Administrator Certification, Teacher Quality Standards, Assessment and Accreditation, Community of Practitioners Title 1. MASSP also supported Michigan’s Race to the Top initiative.

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

Since the beginning of the school improvement efforts in Michigan, MASSP has been a partner with the Michigan Department of Education. The past president of MASSP, Mark Thomas of Northview High School, was the only practicing educator on the Cherry Commission and he was also a member of the High School Graduation Taskforce that made the recommendations for our current graduation requirements to the State Superintendent, most of which was instituted into law.

MASSP and MDE have collaborated on many projects and committees related to the Michigan Merit Curriculum and the School Improvement Framework. Since the release of the Content Expectations, MASSP has hosted several webinars and sessions at our conferences and seminars to provide guidance and technical assistance to principals and school leaders on the implementation of the content expectations. We will continue this work as the Common Core Curriculum is rolled out to the field.

When the MMC was adopted, our Student Leadership division designed and produced a student video on the Michigan Merit Curriculum that was distributed to every high school in Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application
Michigan. MASSP has also worked with the Reaching and Teaching grant initiative with the Office of Special Education and Early Intervention Services and the Center for Educational Networking as well as the CareerForward initiative with MDE, Partners for Learning and Michigan Virtual University. Presently, MASSP is working with MDE on the Superintendent’s Dropout Challenge through the development and maintenance of a digital learning community web site, Graduation Town.

Through our collaboration with MDE’s Office of Professional Preparation Services, we have developed Specialty and Enhanced Endorsement program, which allows school principals to add an endorsement to their administrator certificate. As mentioned earlier, our Specialty Endorsement program standards are performance-based and cross-walked to School Improvement Framework. This document is available upon request.

**State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)**

MASSP was the leading advocate for the adoption of a college and career readiness examination that is now the Michigan Merit Examination. We have worked with MDE legislatively and through professional development offerings to provide school administrators with an understanding of the components of the assessments as well as supply support for MDE and ACT college readiness initiatives.

Part of MASSP’s mission is to provide service and advocacy for legislation and policy that affects the principalship. MASSP Executive Director Jim Ballard has an intricate understanding of Michigan School law and provides his staff, Executive Board, and membership with regular and consistent updates on state and federal legislation and policies through blogs, e-blasts, news articles, and discussion forums.
**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)

MASSP programs support sustainable programs that customized to the schools that we work with. We use a model of implementation that is based on NASSP’s six-point change action planning model:

- Gather and Analyze Data to Determine Priorities
- Explore possible solutions
- Assess readiness and build capacity
- Create and communicate improvement plan
- Implement plan
- Monitor and adjust

Unfortunately, some school improvement efforts die when a principal or key school leader leaves the school. Through utilization of this model, the school staff builds the capacity of school leaders to sustain school improvement efforts that are not contingent on whether personalities or personnel remain at the school. The capacity is built for the implementation of process, regardless of what personnel remains involved.

MASSP also provides sustainability by providing on-going programs that are offered from year to year, and are continually updated based on new research and best practices. Our professional learning programs focus on the team approach with principals working collaboratively with school leaders for implementation of school improvement action plans. By use of the team model, MASSP supports the use of professional learning communities processes that build the group’s capacity to tackle ongoing challenges to school improvement and student achievement.

MASSP’s professional learning programs are not “one shot” events. MASSP has worked extensively to develop its interactive web site where handouts, videos, discussion forums, and digital learning communities/groups can continue the conversations and learning from the live sessions. MASSP is building its online repertoire of resources and is working with MDE to provide SB-CEUs to participants who use the interactive resources of the www.mymassp.com web site.

Recognizing the power of networking and collegial learning, we encourage our professional development participants to teach others. Therefore we use the train-the-trainer model and utilize principals in the field as presenters at our workshops and conferences. Using practitioners has the mutually beneficial aspect of providing authentic information for attendees and invaluable feedback for presenters.

Through the use of surveys, interactive blogs, stories of success, and submissions to our Principal HelpDesk, school improvement action plan results provide valuable information that informs the field and the community. Through data and communications collected, the MASSP Executive Director informs legislators, the State Board of Education, policymakers, and higher education school communities of places where school improvement works. These communication efforts build sustainability and positive motivation for continuous support and improvement.
**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)

**Primary Staff:**

Jim Ballard, Executive Director, manages the MASSP Executive Training Program. Diane McMillan, Diane McMillan Consulting LLC, is the project director.

**James (Jim) Ballard**  
Executive Director  
Michigan Association of Secondary School Principals  
1001 Centennial Way, Ste. 100, Lansing, MI 48917-8249  
(P) 517-327-5315  
(F) 517-327-5360  
jimb@michiganprincipals.org

**Professional Information**  
Jim has 38 years of experience in the K-12 public education arena. The majority of his educational career was spent in Michigan, but also includes experience in North Dakota and Illinois. In 1996, Jim became the Executive Director for Michigan Association of Secondary School Principals where he worked as a staff member since 1988. Jim began his administrative career in 1973 with Elkton-Pigeon-Bay Port Schools as an elementary school principal. He served fifteen years at the same district as the elementary, middle school, and as high school principal for nine years. Mr. Ballard began his career as a self-contained special education teacher in Valley City, North Dakota and served as a special education consultant and school social worker for Michigan’s Huron Intermediate School District.

**Affiliations**  
Jim is a charter member of the Educational Alliance of Michigan and presently serves on the ACT® Advisory Board and SET SEG Foundation Board.

**Education**  
Jim earned a BS in Education with certification in Special Education and Elementary Education from Minot State College; a MS in counseling from North Dakota State University; and, an Ed. S. in Educational Administration from Central Michigan University.

**Diane McMillan**  
Consultant  
Diane McMillan LLC  
2548 Forest Bluff Ct. SE  
Grand Rapids, MI 49546  
(o) 616.942.2796  
(c) 517.648.3743  
dianem@michiganprincipals.org  
dianemcmillan21@gmail.com

Diane McMillan is the recently retired Associate Director for the Michigan Association of Secondary School Principals. She now serves as the Graduation Town digital learning community coordinator for MASSP and as a private educational consultant. Diane has extensive experience in professional development, designing professional development programs for school personnel, and offering technical assistance in the areas of leadership, school change, school reform, and online learning. She is a certified NASSP Breaking Ranks II trainer for Michigan, and has received training in the Education Trust Opportunity Audit process.
Previously, Diane was the high school redesign consultant for the Michigan Department of Education where she was a member of the High School Graduation Taskforce that made the recommendations to Superintendent Flanagan that are now the foundation of the Michigan Merit Curriculum.

Diane retired after 32 years in education from the Grand Rapids Public Schools (GRPS). She worked in GRPS for 6 years; 4 years as principal of Ottawa Hills High School and two years at the district office working in secondary literacy and language arts, and high school redesign. Diane worked for 25 years in the Lansing School District as a language arts teacher, assistant principal, and the district’s secondary language arts coordinator. Diane has a BA in English Education and Journalism and MA in K-12 Educational Leadership and completed doctoral level coursework from Michigan State University.

Secondary Staff

Principal Boot Camp Staff
The Boot Camp faculty is selected based on expertise and experience in the principal leadership.

John Petitto, retired Assistant Superintendent of Human Resources, Avondale School District. John recently retired from his position in the Avondale School District. John was the Assistant Principal of Avondale High School for over twenty-five years and is a former MASSP Assistant Principal of the Year. John is also very active in the Michigan Pupil Accounting and Attendance Association, serving in many leadership roles. He recently was awarded the 20 years of Outstanding Service Award in 2010. He has served on the Principal Boot Camp faculty since its inception in 2007.

Richard Rose, retired principal of St. Clair High School and Dakota High School. Rick has a distinguished career as an outstanding principal. He was elected president of the MASSP Board of Directors in 2000 and began his tenure as the Principal Boot Camp Director in 2008. Rick has also served as a leadership coach at Wayne RESA, coaching two schools in the Detroit Public Schools.

Principal Boot Camp Faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Brief Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. David Barry</td>
<td>Assistant Superintendent for Walled Lake Consolidated Schools, former Principal, Walled Lake Central High School, 2008-09 MASSP President, Breaking Ranks II trainer</td>
</tr>
<tr>
<td>Jim Ballad</td>
<td>Michigan Association of Secondary School Principals, Executive Director</td>
</tr>
<tr>
<td>Dr. John Carroll</td>
<td>Michigan ACT Coordinator</td>
</tr>
<tr>
<td>Sam Davis</td>
<td>Retired Principal and District Administrator in Lansing School District, Ingham County Sheriff Department Administrator</td>
</tr>
<tr>
<td>Dr. Dennis Dunlap</td>
<td>CTE Administrator Gratiot-Isabella, Founder of Student Responsibility Center program</td>
</tr>
<tr>
<td>David Feenstra</td>
<td>Principal of Hudsonville High School, 2007-08 MASSP President, BR II Trainer</td>
</tr>
<tr>
<td>Michael Goree</td>
<td>President, Growth Strategies Consulting, Inc.</td>
</tr>
<tr>
<td>Scott Leach</td>
<td>Principal of Summerfield High School, 2008 Principal Boot Camp graduate</td>
</tr>
<tr>
<td>John Petitto</td>
<td>Retired Assistant Principal, Avondale High School, retired Human Resources Director, Avondale School District, Michigan</td>
</tr>
<tr>
<td>William Scaletta</td>
<td>Principal, Lakeshore Stevenson High School, 2002 MASSP Principal of the Year, NASSP Board of Directors 2008-present</td>
</tr>
<tr>
<td>Trainer</td>
<td>Position</td>
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<tr>
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</tr>
<tr>
<td>Ronald Reed</td>
<td>Principal of Crestwood High School, 2011-11 MASSP President, BR II Trainer, MMC School Data Review Trainer</td>
</tr>
<tr>
<td>Mark Thomas</td>
<td>Principal, Northview High School, Past President, MASSP, Member of Cherry Commission, State Board of Education High School Graduation Requirements Taskforce, 2010 Michigan Principal of the Year</td>
</tr>
<tr>
<td>Linda Wayck</td>
<td>Director of Communications for Michigan Association of School Administrators, liaison to Michigan School Public Relations Association</td>
</tr>
<tr>
<td>Joshua Wenning</td>
<td>Supervisor of Secondary Education and Athletics, Waterford School District, former principal of Waterford Kettering High School, Breaking Ranks II Trainer</td>
</tr>
<tr>
<td>Wendy Zdeb-Roper</td>
<td>Principal, Rochester High School, MASSP Board of Directors</td>
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</table>

**MASSP Certified Breaking Ranks II Trainers**

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Position</th>
<th>School/Education Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bailey, Bersheril</td>
<td>Senior Program Associate</td>
<td>Learning Point Associates, Great Lakes East Region</td>
</tr>
<tr>
<td>2. Barry, David</td>
<td>Asst. Superintendent</td>
<td>Walled Lake Consolidated Schools</td>
</tr>
<tr>
<td>3. Bell, Clyde</td>
<td>Retired Principal</td>
<td>GASC Technology Center</td>
</tr>
<tr>
<td>4. Churchwell, Candice</td>
<td>Retired Principal</td>
<td>Ypsilanti Schools</td>
</tr>
<tr>
<td>5. Edwards, Corinne</td>
<td>Principal</td>
<td>Flint Southwestern Academy</td>
</tr>
<tr>
<td>6. Gaideski, Kelly</td>
<td>Curriculum Director</td>
<td>Berrien ISD</td>
</tr>
<tr>
<td>7. Hansen, Ralph</td>
<td>CTE Director</td>
<td>Eaton ISD</td>
</tr>
<tr>
<td>8. Johnson, Gavin</td>
<td>Principal</td>
<td>Brighton High School</td>
</tr>
<tr>
<td>9. Land, Susan</td>
<td>Principal</td>
<td>Lansing Eastern High School</td>
</tr>
<tr>
<td>10. Little, Patrick</td>
<td>Principal</td>
<td>Chelsea Middle School</td>
</tr>
<tr>
<td>11. McMillan, Diane</td>
<td>Consultant</td>
<td>Diane McMillan Consulting LLC</td>
</tr>
<tr>
<td>12. Oxley, Kevin</td>
<td>Superintendent</td>
<td>Jackson ISD</td>
</tr>
<tr>
<td>13. Peterson, Staci</td>
<td>Asst. Principal</td>
<td>Birmingham Seaholm High School</td>
</tr>
<tr>
<td>14. Pummel, Doniel</td>
<td>Principal</td>
<td>Grayling High School</td>
</tr>
<tr>
<td>15. Reed, Ronald</td>
<td>Principal</td>
<td>Dearborn Heights Crestwood High School</td>
</tr>
<tr>
<td>16. Sarvello, Brian</td>
<td>Principal</td>
<td>Ishpeming High School</td>
</tr>
<tr>
<td>17. Vera, Jose</td>
<td>Director</td>
<td>WHLS LLC, Wixom, MI, former principal of River Valley High School</td>
</tr>
<tr>
<td>18. Wenning, Joshua</td>
<td>Supervisor of Secondary Education</td>
<td>Waterford School District</td>
</tr>
<tr>
<td>19. Werner, Claudia</td>
<td>Head of Upper School</td>
<td>TASIS-The American School in England, retired principal of Alpena High School</td>
</tr>
<tr>
<td>20. Willenborg, Dan</td>
<td>Principal</td>
<td>Livonia Franklin High School</td>
</tr>
<tr>
<td>21. Williams, Martha</td>
<td>Retired Principal</td>
<td>Grand Rapids Public Schools</td>
</tr>
</tbody>
</table>

**Michigan Breaking Ranks in the Middle Trainers**

- Helen Burz, Ed. Consultant, Interactive Contacts
- Jami Bronson, Principal, Mill Creek Middle School, Dexter, MI
- Dr. Nic Cooper, Retired Principal, Saline Middle School, Saline, MI—Baker College
- Yvonne Dixon, Principal, Pierce Middle School, Waterford, MI

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
• Corinne Edwards, Principal, Flint Southwestern Academy, Flint, MI
• Cheryl Ellsworth, Principal, Mason Middle School, Waterford, MI
• Nancy Fenton, Michigan Coalition of Essential Schools, Jackson, MI
• Joyce Garcia, RJ Garcia Consulting, Grand Rapids, MI
• Steve Hoelscher, Middle Start, MI Schools to Watch, Battle Creek, MI
• Lynne Kosinki, Elementary Director, Waterford Public Schools
• Polly Matyorauta, Central Michigan University, Mt. Pleasant
• Debbie McFalone, McFalone Consulting, Grand Rapids, MI
• Diane McMillan, Consultant, Diane McMillan Consulting, LLC, Grand Rapids, MI
• Susan Meyer, Curriculum Consultant, Macomb Intermediate School District, Clinton Township, MI
• Douglas Moeckel, Principal, Grass Lake Middle School, Grass Lake, MI
• David Spalding, Principal, Quincy Middle School, Quincy, MI
• Jacquelin Wickham, Principal, Davis Middle School, Hillsdale, MI
• Richard Wood, Ed. Consultant, Wood Educational Services

**Michigan Merit Curriculum School Data Review Trainers**
*(Trained by Education Trust Trainers 2009)*

Latoya Hall King, Assistant Principal, Lincoln High School, Warren, MI
Diane McMillan, Consultant, Diane McMillan Consulting, LLC, Grand Rapids, MI
Jeremy Miller, Teacher, Mona Shores High School, Mona Shores, MI
Ronald Reed, Principal, Dearborn Heights, Crestwood High School, Dearborn, MI
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.
• **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.