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:

hatfieldt@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:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>38-3754735</td>
<td>Results Mentoring</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Mentoring</td>
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<table>
<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tbody>
<tr>
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<td>☑️ Business</td>
</tr>
<tr>
<td></td>
<td>☐ For-profit</td>
</tr>
<tr>
<td></td>
<td>☑️ Community-Based Organization</td>
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<tr>
<td></td>
<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<tr>
<td></td>
<td>☐ Institution of Higher Education</td>
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<tr>
<td></td>
<td>☑️ School District</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify): Located in Various States</td>
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<table>
<thead>
<tr>
<th>6. Applicant Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>E’Lois Thomas</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>18135 E. Nine Mile Road</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:elois@resultsmentoring.org">elois@resultsmentoring.org</a></td>
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</table>

<table>
<thead>
<tr>
<th>7. Local Contact Information (if different than information listed above)</th>
</tr>
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<tbody>
<tr>
<td>Name of Contact</td>
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<tr>
<td>E-Mail</td>
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<tr>
<td><a href="mailto:uniq@unique.com">uniq@unique.com</a></td>
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<table>
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<th>8. Service Area</th>
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</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑️ Statewide</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
</table>

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application  
5
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.
RESULTS Mentoring has been providing mentoring and tutorial services since 1999 to students throughout the State of Michigan. We have serviced thousands of students in urban and suburban areas helping them reach their full educational potential. Our primarily serviced population has been low income and underperforming schools. Our program provides intensive math instruction, reading and literacy development coupled with diverse enrichment programs in the arts, physical education and social development. Our name stands for Reaching Every Student Using Love Training and Support and that is our mission.

Support Systems: Our strength is in our ability to provide our staff, our students and all of our stakeholders the tools that they need for success. Our research based model of educational advancement has been proven to advance in-school and after-school services to students with various learning abilities. We review the curriculum of each district and align our program to the goals of the district ensuring success within the partnership. In addition to being users of the Common Core Standards in the States of Ohio and Arizona, we have a tenured degree of familiarity with MDE Grade Level Content Expectations and High School Content Expectations. We build partnerships with the school districts that align to the State Mandated Goals and promote school-wide improvement.

Student/Teacher Support System - We have an in-depth experience level with tutoring, mentoring and bringing our students to a level where they have a desire to focus and progress. The core of our instructional method is based on the well researched phonemic awareness method in conjunction with vocabulary development, fluency, math facts and reading comprehensive strategies. Our research and improvements are pivotal parts of our industry knowledge base and design methodologies. Our staff of certified teachers and tutors follows our vigorous curriculum and spend time on tasks based upon each student’s individualized goals. An initial assessment is done to test the student, a plan is developed to help them progress and benchmarks are measured on a weekly basis. Because we work in small groups (not to exceed 1:10) in a quiet, nourishing environment our students are able to focus on the tutorial instruction and make progress. A student who reads and writes well and feels competent in math develops the confidence to move from grade to grade knowing that further success awaits...however, school is continuing misery for the student who falls behind. We realize that academic, study, and test taking skills that are needed for college are acquired over time, starting in elementary school so we decided to be that beacon of light that helps students to focus on learning, gain mastery of common assessments and become successful adults. Within the RESULTS program, we have seen meteoric changes in the young people that have completed the Tutorial and Mentoring Programs. Young people who were written off by parents, teachers, and other family members have been embraced and elevated as a RESULT of this program. Our teaching strategies involve highly structured, intensive, precisely delivered instruction. Students are guided through carefully scaffold sessions that include direct instruction with modeling, guided practice and application. We have the creative fortitude to reach the young people where they are and to help them progress to where they need to be.

The students are required to self assess during each session by keeping a chart of progress in each lesson. Student growth will also be measured by the improvements on the lessons, testing at our
site, standardized test scores and other state and district validated measurements of academic achievement including report cards, progress reports and classroom teachers. Progress is continuously tracked by our staff to make sure the child is on-track with the Individual Achievement Plan. After every session, a written Communication Session Log is entered online by each tutor. Within this report is the assigned goals/plan of learning and the tasks that have been worked on toward meeting these goals. Monthly information is compiled and sent home in the student’s native language. This informs the parent of skills addressed as well as individual times on fluency building exercises, areas where we may require additional assistance, skill building strategies that are working for the student and overall scores on lessons and assignments. This also informs the district of the correlation between our program goals and their curriculum to ensure synchronism.

In addition to our tutorial and mentoring staff, our Executive Team and Board Members have a team of resources available to help support our continued success. Our staff receives External and Internal Training opportunities and direct instruction for our program. We also have partnered with Licenses Psychologists and Speech Therapist to ensure that the needs within our program are met. We have a great working relationship with the parents that we service because we “Listen” and we “Learn” from them and then we address the “Total Need”.

Our instructional program must has a record of effectiveness which proves that it consists of tools that can assess and assist our students. As stated above, we have measures in place to track such performances including an employee portal where scores are entered daily, student progress charts and a database that records the scores and suggests additional learning exercised to improve test scores.

**Content and Delivery Systems** – Our program of mentoring, tutoring and social advancement operates year round for 3 hours per day during the school year and up to 6 hours during the summer months. We operate 5 days per week and often provide extra mentoring opportunities on Saturday to enhance the items learned during the week. Our model consist of fellowship/networking among youth, reading and writing literacy, math proficiency building, volunteer/physical activities, parent empowerment and mentoring that matters. During the networking time, students receive a snack as well as what we call “Bell Work”. Bell Work is always a team exercised designed to increase their social skills and networking among their peers. Reading and Writing Literacy is done used SRA Corrective Reading and Triumph Learning Coach Products. These, as well as the Math exercises are aligned to the Michigan Grade Level Content Expectations, the Common Core Standards, the Michigan Curriculum Framework, the American Recovery and Reinvestment Act (ARRA) and the No Child Left Behind Act. Math Proficiency Building allow students to engage in small group and individual math lessons to help them excel with the common core standards. The volunteer/physical activities help the student with mind over maters. This allow the students mentor to work with them and allow them to exert some of their energy into other areas while advancing academically. Our parent and mentoring pieces go hand in hand to create an empowered youth. We believe that if you want to change the world you must mentor a child so we incorporate that with our parental empowerment sessions. In addition, parents are given monthly reports of progress discussing their childs strengths and any concerns that we may have. All of our programs provide solutions for English Language Learners (ELL), special education students, advanced learners as well as parents.
Evidence of Past Improvement – RESULTS Mentoring had a Tutorial, Mentoring and Boot Camp Program at Pontiac Academy for Excellence. At the direction of the Superintendent, Dr. Evans, this was a male only program. The program was very impactful to not only the young men but their parents as well. The respect level of the young men were increased as a result of the program and the GPA of the overall program increased from a 1.5 to a 3.2 within the school year. Funding became an issue and this program was discontinued but a letter of recommendation from the Principal is attached.

RESULTS Mentoring has also been able to impact students in grades K – 12 by providing tutorial services to improve MEAP scores within schools in Michigan. At a local charter school in Inkster, the students test scores increased 37% throughout the 2009 – 2010 school year. In addition, the school made AYP. The students and parents were very pleased with our program. The attached letter of recommendation from their Title 1 Manager shows a vivid support of our efforts and the strength of our program. Likewise, Detroit Public Schools is an urban school district that we provided tutorial services after school. This program was ran throughout the school year for the past 2 years and each student is given a 4 – 5 month span to complete the program. Within a 5 month span, our student scores improved an average of 17% in reading and math from the pre-test to the post-test. Likewise, we managed a summer program at a charter school in Warren, MI. We were given a chance to work with the lowest performing students on the Meap Exam and for 3 weeks of full day study. We had 75 students per session in 2 sessions. The chart above to the left shows our success within this program.

Job Embedded Professional Development – Our job embedded professional development provides coaching, support and professional development for our teachers. We provide web based learning and onsite classroom training to all of our teachers as well as to the staff of the schools we service (upon request). Results Mentoring works with our partnering school districts to ensure that our professional development goals are in line with the vision of that particular district. We incorporate high priority topics including project management, classroom management, teaching coaching, needs asssesment, math skill building sessions, learned literacy and more. We train our tutors with our curriculum and methods before they begin their sessions with children. We have a detailed, aligned curriculum with a very thorough, comprehensive checklist to accompany it. This provides a detailed “roadmap” for all skills and an approximate timeframe for all of our instructors to follow. The tutors are monitored because they submit weekly lesson plans to the Curriculum Director detailing the goals that they intend to work on, the methodology being used and the Lessons that they are teaching to service this goal. In addition,
the tutor not only logs their time every time they tutor but the tasks completed via our online portal. With the weekly lesson plans and the online logging of each tutor daily tasks, we are constantly able to review the students’ progress; therefore, ensure our program is being implemented with fidelity. There is a direct relationship between a child’s achievement and the teacher’s ability and preparedness. One teacher at each site will be identified as the “Lead Tutor” to provide feedback from school teachers, tutors, students, and parents pertaining to their specific subject matter. Throughout the sessions it is also the Lead Tutors responsibility to keep the student up to date on their progress and provide extra tools if needed i.e. a user id and password for our online program or extra practice worksheets. The Progress Reports, Daily Task Logging and random audits allow us to monitor the tutor and student progress. To ensure the fidelity of our program, we continue our leadership, training and professional development for our teachers and support staff year round.

Our organization chart is team driven and our program consists of relevant materials for educational growth and advancement, impactful mentoring relationship with a highly qualified adult and life long skills to enhance the students ability to succeed. All employees are highly qualified and have Federal and State clearnances on file.

**Comprehensive Short Cycle and Summative Assessment System** - In examining the specific requirements for the State of Michigan, we found that many students do not perform well on the MEAP and other standardized exams because they did not gain the “core” learning principles including Reading Readiness, Listening, Phonemic Awareness, Basic Vocabulary, Number Sense and Operations and Basic Math in early childhood. Our students begin with a pre-assessment that yields their competency levels in Common Core Standards. To ensure the success of our students we rigorously track their progress on a daily basis with self assessment, via our online portal by all tutors and within the reporting mechanism to parents and to the districts monthly. Based upon their pre-test, individualized lessons are created to service the deficiencies in our students. We employ Reading and Mathematics Specialists that write lesson plans to assist our teachers with their lessons. We have weekly key checkpoints that monitor the progress of the student toward the key academic content standards of each state that we service. Our tests are norm referenced and results are used to create the aforementioned learning plan. In addition to our pre-testing, the reports from the school are incorporated into the students learning plan so that the goals of the school improvement plan for the school are linked into the plan for each child. Our quality assurance system includes work by our Lead Tutor with the building coordinator at each school for monitoring and adherence to the goals of all parties and we deliver surveys to parents, teachers, administrators and students that focus on the programs effectiveness educationally, socially and academically.
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.
Results Mentoring focuses on meeting the educational demand of at-risk students. Our research showed the following to be the instructional programs proven to be effective in assisting underachieving low-income students in coursework, standardized testing, and more. In the NRP Executive Summary: Reports of the Subgroups. P 2-5, it states, “PA (Phonemic Awareness) instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergarteners, 1st graders, children in 2nd-6th grades (most of whom were disabled readers), children across various levels, and children learning to read in English as well as in other languages.” Our programs reflect solid research data. One of our curriculums is based on The Orton-Gillingham Method and the Alphabetic Principle. These approaches involve highly structured teaching methods in a carefully planned sequence of presentation and utilize a multi-sensory approach to information processing followed by frequent practice/drill and training. (Rooney, Karen J. 1995). To document the efficacy of the curriculum, Dr. Stephen Taylor conducted an outside evaluation. A three-phase analysis was performed across test data arising from treatment vs. control subjects. Thirty-fourth graders were referred by teachers as being in the bottom quartile in reading. They were randomly selected for the experimental and control subgroups. There were 10 male and 5 females in each group with approximately 70% minority and low socioeconomic group. Each subject was given a pre and posttest with the TERA-2 for academic skills and the VMI for processing skills. For 24 sessions, phonemic awareness activities and activities to strengthen processing skills were implemented. Three statistical sequences were observed to reveal distinct parallelism. Treatment group posted a substantially higher mean for visual measure, motor measures and the TERA-2, and where motor and TERA-2 measures specifically showed extremely high statistical significance and persuasive evidence of program effects; for motor: \( F = + 6.57, \text{df} = 1 \text{ and 25}, p < .01 \); for TERA-2: \( F = + 19.84, \text{df} = 1 \text{ and 25}, p < .0001 \). Results demonstrate that the effects are readily apparent enhancing visual-motor skills integral to the reading process and all academic processing. Statistically significant effects are seen in the TERA-2 test with levels of probability which are robust. The core of our instructional method is based on the well researched phonemic awareness method in conjunction with vocabulary development, fluency and reading comprehensive strategies. “One of the most consistent findings to emerge from the literature on beginning reading is the relationship between phonemic awareness and beginning reading. Phonemic awareness among pre-readers is a powerful predictor of future success in reading and spelling (Liberman, Shankweiler, Fischer, & Carter, 1974). Research indicates that explicit training of phonemic tasks improves reading achievement (Ball & Blachman, 1991; Bradley & Bryant, 1985); such findings suggest that there is a cause-effect relationship between phonemic awareness and reading achievement. Our program was designed using information and strategies that are research-based, clearly shown to be effective. The Orton-Gillingham Method and the Alphabetic Principle are both based on phonemic awareness. These approaches involve highly structured teaching methods in a carefully planned sequence of presentation and utilize a multi-sensory approach to information processing followed by frequent practice/drill and training for the extension of the learned skills (Rooney, Karen J., 1995). The core of our instructional method is based on the well researched and substantiated method using phonemic awareness in conjunction with vocabulary development, reading fluency, and reading comprehension strategies. Spanish is the language spoken by the largest population of English language (EL) learners in the United States. Literacy skills that are significant predictors of later reading success and response to instruction are similar for English and Spanish, and include skills in phonological processing (Bravo-Valdivieso, 1995; Carrillo, 1994), decoding skills (Bravo-Valdivieso, 1995; Lindsey, Manis, & Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application 13
Bailey, 2003) and verbal activities (Bravo-Valdivieso, 1995). Basic segmenting ability is important in the beginning stages of literacy acquisition, but by first grade, phoneme manipulation is a better predictor with some forms of phoneme awareness developing after the onset of reading instruction. Given these similarities, effective reading instruction will share many characteristics in both English and Spanish.

Research supporting the Triumph Learning Coach pedagogy incorporates systematically collected and empirical evidence. These studies have been subjected to rigorous data analysis, and many have been peer-reviewed in academic publications. In spring 2004, Triumph Learning commissioned Lois Eskin Associates, an independent and respected educational research group, to conduct a statistically valid field study on the effects of Coach Programs in helping students improve test scores and make adequate yearly progress. Some of the results from the validation study are as follows:

**Budlong Elementary School-Chicago Public School District Demographics:**
Total Enrollment: 446, 500; Ethnic Mix: African American 51% Asian 3% Caucasian 10% Hispanic 36%; Expenditures/Student: $189 (medium); Poverty: 28% “The Coach book really went well with our curriculum,” Ms. Moy noted. “The reading aligns especially well with our standards.” The stories are just the right length, the students find them interesting and relevant and graphics help a lot.” In 2002 tests, 47% of Budlong Elementary School third graders met or exceeded Illinois standards in reading on the ISAT. In 2003 tests, 54% of them achieved this level. The increase of almost 15% is a good indication of how the Coach books helped Budlong’s 3rd grade students. When they got to the test, the children recognized the things that they had learned, especially the open-ended types of questions,” said Ms. Moy. “If you look at the book, you can just see how it aligns with our curriculum. Likewise in Mathematics, the Coach books were critical in improving test scores in Florida. According to the 2004, Lois Eskins report, scores on 5th grade FCAT math improved since they implemented the Coach books and in 2006, 36% of their students met or exceeded the standards. This represented an increase of 50% over the three-year period. Concepts like Number Sense, Numerical Operations, Measurement and Algebraic Thinking correlate to the goals of the Common Core Standards in each book. Our Math program includes number and operations curriculum that is designed to help students understand numbers, ways of representing numbers, relationships among numbers, number systems and operations and algebraic thinking. In addition, we utilize Math For Special Needs as a supplement for students with learning challenges. This program helps to bring a students math skills up so that they can return to the Coach Products with their peers.

Comparable, our online component, Skills Tutor is used in a variety of instructional programs at various schools. Skills Tutor is a Houghton Mifflin Product that includes prescribed, customized lesson per student. Because the program is web-based, students also have access at home, making parents happy. In addition, Skills Tutor is also available via mobile to further enhance the learning capabilities of this generation. In Louisiana, over 1250 activities were taken since February 2001, totaling more than 110 instructional hours. Results-Breaux Bridge eighth graders passed their LEAP tests in surprising numbers. Out of 177 eighth graders who took the March mandated LEAP Test in Language Arts, 171 passed. Scores on Skills Tutor pretests and posttests showed significant gains: Mathematics (43%)-Information Skills (65%)-Reading (50%)-Language Arts (64%). Students began to ask for extra time at the computer as their confidence levels increased. John Harvard Elementary School-Chicago, Illinois Strategy-Skills Tutor content was used with fifth to eighth grade students to enhance their skills in reading and math in order to better prepare them to score well on the Iowa Tests of Basic Skills (ITBS). One hundred (100) students per day were tutored in the computer lab. Computer-generated reports were sent quarterly to parents. Results-Scores on the ITBS increased 70% when compared to the last year’s scores. Parent involvement increased significantly as a result of interest generated by the reports. Teachers can assign skills and monitor progress. Parents can see assignment reports and growth.
firsthand. The time-on-task report, communication between parents and teachers, secure tutoring environment and unique tutoring format are all contributors to students' self-confidence and improved test scores." Our program is based on this research and is explicit, systematic, focused and precisely delivered through direct instruction in a small group with maximum of 10:1 student/teacher ratio but our normal ratio is 5:1. Our current data shows an overall 25% improvement in Reading and Math in the Detroit Metropolitan Area using these models.

High School Content is also an area that Results Mentoring has expertise in. As a Multi-State Provider, we are familiar with the Common Core Standards. Our Mathematical Practices and Mathematical Content is already converted via crosswalk in preparation for the change in 2014 – 2015. We have been providing ACT Preparation Services to students for over 5 years. The students who complete the program improve an average of 15% when they retake the exam. Our goal is a 10% improvement and this has been achieved through small group and many one-on-one tutorial lessons along with a staff of Certified Teachers who have been teaching high school for over 15 years. Because we have a rich history in Mentoring, we find that positive impact has been exemplified in High School Students because we reach out to many of the issues that may be effecting them academically. Part of our Writing Curriculum is to assist our High School students with College Essays and over 95% of our Graduates attend College. Our parent surveys and teacher reports provide support and assurance that our program works for High School Students.

For the 2010 – 2011 school year, we were afforded an opportunity to manage a summer program in Arizona. This program was completed with a 12% overall improvement in Reading, Writing, Math and Science. The AIMS, Arizona’s Instrument to Measure Standards (comparable to the Michigan Meap Exam) Practice Exams show a 20% improvement in the students we serviced from Pre to Post Examination. Our efforts with high school students for the 2009 – 2010 school year in Michigan are listed below.

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<thead>
<tr>
<th>District</th>
<th>Math Increase %</th>
<th>Reading Increase %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Michigan Schools</strong></td>
<td></td>
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</tr>
<tr>
<td>Detroit Public Schools</td>
<td>10%</td>
<td>8%</td>
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<td>Inkster High</td>
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<td>Academy of Inkster</td>
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<td>15%</td>
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<td>Academy of Oak Park</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Conner Creek Academy</td>
<td>16%</td>
<td>14%</td>
</tr>
</tbody>
</table>


Ball, Eileen W., and Benita A. Blachman. 1991. "Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling?"


Retrieved February 5, 2011 from www.skillstutor.com

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).

Results Mentoring thrives on partnering with school administration and leadership teams through a systematic approach of training and ongoing site assistance. Results Mentoring offers a comprehensive blended model of online and textbook learning utilizing Houghton Mifflin Skills Tutor and Triumph Learning Coach and Common Core Standards books. Students tend to find technology an intriguing part of the lessons and this keeps them interested in our lessons and coursework. Skills Tutor is offered on I-Pads to support technological advancements or via internet connection. The team at Results Mentoring has over 20 years of experience in providing educational support and training to effectuate improved test scores, higher academic achievement and ongoing professional support.

Job Embedded Professional Development Plans for Principals - As the Leader of the School, we realize that the Principal is one of the key ingredients to the success of any LEA. Our program begins with 2 days of comprehensive training for the Principal and the assigned leaders of Results Mentoring that will work with the school. The facilitators from Results have at least ten years of experience in training education. The training is done by your Turnaround Specialists. This training is a research based plan designed so that the LEA can share their school improvement plan and so that we can incorporate our curriculum into their program. In addition, this training helps to create an internal support system where best practices, team building, professional development and feedback can be shared among the Results Mentoring Team and the LEA. Education must respond to the changing needs of students and their teachers, just as business has reacted to its changing needs by implementing employee training. Research shows that Successful job-embedded staff development requires principals to see themselves as leaders of learning and as designers of structures that support high levels of learning by being the facilitator of adult learning (Sparks, 1997). After compiling the pertinent school data including their School Improvement Plan, State Standardized Test Scores and demographic information, we create a step-by-step redesign process that allows us to move from paper to practice. This is all based on historical analysis of the school and its population, review of all stakeholders and by reviewing best practices within the educational environment and then incorporating it into the Results Mentoring School Management Plan. The Program Manager of the Results Mentoring Program works directly with the Principal as a Turnaround Specialist to ensure goals are not only set but being met throughout the program and to ensure reporting and compliance in a timely and equitable fashion to all parties. Monthly assessment meetings are held with the Principal and the Leadership Teams to ensure that the benchmarks are being met and our goals are progressing.

Job Embedded Professional Development Plans for School Leadership Teams - Our in-service training for the schools leadership teams help to ensure that the program is administered with fidelity and a path to success. Training of the school leadership team is a pivotal component for the restructuring plan to be successful. Results Mentoring invests heavily in the training of our Curriculum Specialists and Change Managers who work with the School Leadership Teams. Our team of Retired, Certified Teachers and Administrators help to administer the training program from design, to launch, implementation and then to reporting. A dedicated Program Manager is assigned to each school that we service to work directly with the Leadership Team. We use visuals like SWOT Analysis, Implementation Timelines, Administrator Reports and Weekly Management Reports to update the School Leadership teams with our progress so everyone is always well informed. Our team is equipped with the skills to restructure the school leadership team with the resources that they need to create the mental space necessary for ongoing professional development for all of the stakeholders. A launch team with a diverse skill set is critical for this. The leadership team will include curriculum specialists, counselors, social workers, teachers and parents from the Results Mentoring Program working with the School Leadership Team. The School Leadership team meets together and analyzes results from standardized tests or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement throughout the day. They work on a holistic approach to refining assessments to gather more useful student data…i.e., the specific learning needs of students in this demographic versus those in that demographic so that the teacher is able to address the totality of a students needs and not just the curriculum that has been given to them. We
incorporate such results into our turnaround plan and curriculum and provide the training and support needed throughout the program. Program Managers are experts with our curriculum and they work to assess needs, establish goals and targets and arrange professional development meetings to ensure progress toward the goals. Quarterly assessments meetings are done as the program progresses.

**Job Embedded Professional Development Plans for Teachers** - Clearly, teachers "need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children" (Corcoran, 1995). Our job embedded professional development program ensures a consistent curriculum, consistent methodologies and technological resources for teachers during the lessons. Teachers are part of the ongoing development and training of the program. A Mentor conferences with a beginning teacher during the planning of and after observing a lesson. They support the teacher in describing the strengths and weaknesses in their instructional planning and implementation, prompting them to incorporate changes in their instruction the following day. Our Program consists of a detailed roadmap for teachers consisting of lesson plans, student work goals, reflective writing, and other materials that are used to prepare for teaching and this ultimately becomes a part of the teacher’s portfolio. In an examination of more than 1,300 professional development studies, researchers found that teachers who were involved for at least 49 hours with a single focus could be expected “to boost their students’ achievement by about 21 percentile points” (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007, p. iii). Our staff of retired teachers has already performed the testing and research of our product and it is proven to work for struggling districts. This finding adds a more definitive measure to the idea of ongoing, continuous improvement and is a pivotal component of our program. The requirement that professional development be “job-embedded” connotes a direct connection between a teacher’s work in the classroom and the professional development the teacher receives. (National Archives and Records Administration, 2009, p. 58479). Our curriculum shows a clear path for each students individualized goals that is user friendly for all of the trained teachers. In addition our Skills Tutor software has prescriptive online assignments designed to address the students’ current educational level and then it assists to advance them to grade level. The Results Mentoring professional development plan was designed to meet the growing needs of technology integration in 21st century learning, while still meeting the reading, writing and mathematics standards and content needs for education. Monthly teacher meetings are held to assess progress.

**Job Embedded Professional Development Plans for Support Staff** - The NSDC standard on quality teaching states that “Staff development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately”. We work with the support staff to ensure that they too are able to take advantage of our webinars, onsite training and professional development and TEAM building exercises to ensure growth within their individual levels of support. As a component of the part of the school leadership teams, their input is critical to the success within the program.

Overall our School Improvement Program works to create tighter alliances between teachers and administrators, greater teacher understanding of assessment and reporting requirements, improved attendance and retention policies, professional learning communities while instilling national common core standards, Michigan Department of Education Framework and goals and the schools Improvement Plan for effective results. The Support Staff meets quarterly to assess the results of the program.

**Collaborative Professional Development** – We host quarterly training sessions for all members of the team including Principals, Leadership, Staff and Support Staff. These training sessions hone in on customized sessions for the school along with job embedded professional development. These are off site training sessions that are often seen as a “retreat” where educators are free to share and expound on what has been working with their groups as well as what changes are needed. In addition SWOT analyses are analyzed by the team so everyone is afforded an opportunity to know what the Strengths, Weaknesses, Opportunities and Threats are. At our training sessions, data is analyzed, instructional techniques are reviewed and the sessions are empowering to all parties. The entire team has access to online and onsite training and curriculum on an ongoing basis.

Blank, R. K., & de la Alas, N. (2009). Effects of teacher professional development on gains in student achievement:

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


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)
RESULTS Mentoring has an Executive and Advisory Board that is comprised of College Instructors, Curriculum Specialists, and volunteers with PhD’s in education and educational studies. We have extensive expertise in working with multiple states in tutoring and mentoring as Supplemental Education Providers in multiple states. We assist LEA’s with meeting state and federal requirements on an ongoing basis using various funds including Title I Funds as part of the No Child Left Behind Act. Years ago, we examined the specific requirements for the State of Michigan, we found that the Michigan Curriculum Framework from MDE was most helpful. We have extensive experience working to help schools complete their compliance requirements for the district, state, and federal levels. Results Mentorings’ academic learning materials include curriculum that addresses the specific state and federal requirements. Our model and instructional materials, including our books and online content, correspond to the Michigan Grade Level Content Expectations (GLECs) as well as the Michigan High School Content Expectations (HSECs) and Common Core Standards. As a multi-state provider of tutorial services, we understand not only Michigan goals but goals of other states as well. Each student is given an individual plan based upon a Montessori model of learning so that those that are behind can catch up and those that are advanced can progress. Our comprehension programs focus on vocabulary building, math facts and fluency, background information, reasoning skills, and identifying context clues and main idea. The content standards and benchmarks described to us what our students should know and be able to do in each of the subject areas and various development levels. When a child enrolls in our program, performance assessments are administered to determine current proficiency toward meeting their grade level in line with the Michigan Curriculum Framework. We have researched and are well verse on all of the standards in English and Mathematics and underachieving students, not meeting proficiency levels, will receive a personalized program based upon desired and expected State achievement standards. We have Title I specialists who review the ed.gov site for updates and we are well aware that "targeted assistance" signifies that the services are provided to a select group of children—those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards—rather than for overall school improvement. This target group is addressed within our rigorous curriculum of one-on-one, small group, online or web-based curriculum. One of the primary differences between school-wide program schools and targeted assistance schools is the requirement that the latter may use Title I, Part A funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Targeted assistance schools, therefore, may not provide services to all children in the school or in particular grades.

Targeted schools use Title I funds to provide services to eligible children as part of the school improvement plan. In the summer of 2010, we worked with Charter School Administration Services to provide a summer tutorial program for their lowest performers on the MEAP Exam. We utilize a blended model of well-researched material including Houghton Mifflin Skills Tutor, Coach Products, and Math for Special Needs. Our program addressed each of the common core standards that the student may have been deficient in and we were asked to provide at least a 5% improvement. Areas addressed included, but were not limited to phonemic awareness, vocabulary and language skills, math interaction, math fact fluency, number sense, math blaster and more. The students' scores increased in varying levels, but overall we saw a 17.83% improvement from the pre-test to the post-test. We were able to do this because of our well researched literacy skill builder tools and math improvement software. In addition, reports were
submitted to the administration on a weekly basis that showed accountability reports, school profile, test scores, state benchmarks versus the school status, standards usage (which includes activities completed, time on task and average scores), graphs of assignment mastery profile, graphs of improvement areas and strategies for improvement and more. For example as compared to Correlating “comprehension…” in Michigan learning outcomes for seventh grade English include: R.CM.07.02 retell through concise summarization grade-level narrative and informational text. This lesson as part of our curriculum for 7th graders is easily findable in the table of contents of the books or via a search through the software. It can be assigned to a student that needs it or not assigned to one that does not need it. Likewise, the common core standards for third grade Math we find, 3.NBT.1 correlates to our lessons on read and writing whole numbers in our common core standard book and A.FO.m6.SI.EG06a Identify the unknown component and quantity in an applied problem is part of our curriculum for a special needs student. Our lessons feature instruction and practice on each of the common core standards, coupled with guided practice that provides support for understanding common core concepts and includes diagnostic, cumulative and summative assessments for each task. Our tenured staff finds that open ended questions really help students produce great scores on standardized tests and they are included in every lesson. This helps students feel comfortable in small groups. All of our material are correlated to the Common Core Standards as well as the Michigan Content Expectations.

As a current multi state tutorial company, we are also well aligned with Michigan Educational Assessment Programs and the Michigan Merit Exams. We provide Supplemental Education Services in the States of Michigan and Arizona. We are also providing services to Title 1 schools in Arizona. In addition, we have researched and are very familiar with Section 504 of the Individuals with Disabilities Education Act (IDEA). We honor and respect all people and do not discriminate on the basis of handicap in any program. Section 504 requires identification, evaluation, provision of appropriate services, notification to parents, an individualized plan for learning/accomodation and procedural safeguards. We have worked with special education students for over 10 years. We realize that the IDEA relates to programs receiving Federal financial assistance but we carry this motto throughout our entire program. Part of the United States Department of Education Plan is to develop and increase teacher as well as school leader effectiveness. Our training and tutorial model provides the support that teachers and administrative staff needs to increase effectiveness by working in collaborative groups, comprehensive reform strategies and instructional methodologies across all core content areas. In addition our program focused on increased learning time by allowing teachers to collaborate by networking among their peers and introducing a comparable model consistent to all students. The additional time that the teacher spends planning allows for an increase in actual learning time for each child. The majority of the districts that we service are Title 1, low performing schools and we have seen increased test scores, increased morale within our student and parent base and a stronger relationship with the teacher of the students that we service.

Through quality training and instructional support, we increase knowledge skills and abilities so all students receive a rigorous and effective educational experience and so that the staff has a comfort level with the program. MME content area scores fall into one of four performance levels: Advanced, Proficient, Partially Proficient, and Not Proficient. Over 85% of our students are Advanced and the remaining ones are Proficient as a result of our curriculum. We have been providing our school districts with state and federal level compliance services for over 10 years and our Core Team has over 20 years of compliance experience.
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)

Results Mentoring has extensive experience in assisting urban schools with making Adequate Yearly Progress and utilizing the resources that we put in place for continuous improvement. Having matriculated and by working in urban school districts, our Leadership Team understand the challenges that many districts face. “Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future.” The Presidents Council on Sustainable Development (www.ffof.org/pcsd)

Our model was developed for low-income, high ELL, special needs students and under performing schools. Our results are clear and our past experience shows:

- 85% of our teachers noted not only improved academic performance but improved behavioral patterns and motivation within our students
- 87% of the schools with our program achieved their attendance goals
- Over 90% of our students met or exceeded their improvement goals

Each year of the Three Year Plan that we implement incorporates training and planning for the District to become self sufficient with our model for educational advancement incorporated into their School Improvement Goal Needs. Each year culminates a TEAM approach to the plan. An example of a 3-year plan that Results Mentoring was a part of within a charter school includes:

Year 1:
A Needs Assessment was done with our Leadership Team and the District Leaders. This involved visiting various LEAs, reviewing students standardized test scores, interviewing teachers, students, parents and administrators. Based upon the results a customized plan is developed with the Results Mentoring recommendations and the schools goals. This way our plan is a plan that we did not just “give” to them, but we include them in the planning so that they, as the ultimate stakeholder can be comfortable with administering it. During year one, monthly leadership training and metrics will be reviewed so that everyone is always aware of where we are with our goals and what needs to be done for us to effectuate change within the school. In addition to the leadership training, the teachers receive training on topics including classroom management, decision making skills in urban settings, planning as a team to succeed and reaching the unreachable parent. Many of the teachers we work with appreciate the reaching the unreachable parent series because it helps to give them creative tools to reach the parents. Within our program in the struggling districts, over 90% of our parents participate. This creates a cultured environment where parents learn as well as the students creating a win-win situation for the LEAs.

Year 2:
During year two each plan and training module that we put in place was reviewed. This allowed us to re-evaluate the items that were making limited progress and strengthen the plans that were working. Results Mentoring realize that each school is different and rather in an urban or an upscale area, the challenges within our great State of Michigan in education are prevalent in multiple areas. Results Mentoring monitors and charts the progress throughout the entire process. In addition, during year 2 additional advanced training is given on the Results Mentoring monitors and charts the progress throughout the entire process.
Mentoring model so that in year 3 our staff can review the model under the schools leadership.

Year 3
Each administrator and school leadership team member is given the task of teaching the Results Mentoring staff (as a method of review) the workshops that we shared with them. This methodology of reverse training helps Results Mentoring and the LEA to ensure that the information we have been sharing is being retained and incorporated into the leadership at the school. Our most seasoned team members that have over 10 years with our program are a part of the audience to monitor and grade the LEA on its knowledge of our program and ability to administer it. After these sessions, the administrators and school leadership teams received four days of on-site training to correct or strengthen any of the deficiencies that we witnessed. Likewise comparable assessments was done with the teachers by visiting classrooms, reviewing lesson plans and monitoring parental involvement and attendance monitoring. By collecting the various metrics throughout the first 3 years and sharing them throughout the program, we were able to prepare a comprehensive report that includes test scores and increases, benchmarks for success, best practices for the schools, attendance and retention information and more. These tools were used by the school as they continued to grow and ultimately made AYP in year 2 of the plan.

Another option for an LEA or SEA would be to continue with Results Mentoring beyond the 3-year plan as a long term provider for educational excellence. This partnership allows the school district to focus more on the day to day operations while outsourcing the after school and in-school assistance program for special needs students to our team. Some district select this option because of the vast amount of improvement that they have seen over the 3-year period. Regardless to which option is chosen, the district will receive a comprehensive handbook and Results in School Improvement handbook that culminates the following information: The plan is arranged in six main sections (Organization, Operations, Teaching, Research, Outreach, and Assessment), with an Introduction, Conclusion, Table of Goals and Recommendations, Glossary, and Appendices. Each of the main sections includes an introduction and long term vision, history, goals and specific recommendations. The operations and teaching sections are divided into subsections to address the large numbers of recommendations generated based upon our work together over the past 3-years. Specific recommendations are categorized as either possible today ("initial consideration"), requiring more time ("within three years"), or long term (defined as 5 years or greater). The items required within the initial or 3 year time span will be reported monthly and a plan will be in place so that the long term (beyond the 3 year period) can be implemented even without the assistance of RESULTS Mentoring or another highly qualified Consultant.

For the 2009 – 2010 and 2010 – 2011 school year we worked with a School on a Sustainability Plan. Based upon this model, they school has made Adequate Yearly Progress and our model is being used on the day to day operations within the facility. This is because the training and professional development is instilled into the Leadership Teams so that they can progress without our team of Leaders. We continue to provide ongoing support and guidance as well as access to our electronic database of resources so the LEA can progress with the data driven program successfully. Throughout the program building needs, collaborative plans, analysis of best practices and adjustments will be made with the entire team to ensure that they can be self sufficient with the plan that is put in place based upon their curriculum and needs.
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)

Results Mentoring Professional Development Team is comprised of seasoned team members who have provided high quality training and staff development to school districts. Having worked in urban districts, each of our team members realize the importance of working with various demographic of students and teachers, dealing with curriculum, providing strategies to turn districts around and providing best in class resources for classroom management. Our team members have expertise in leadership, math and ELA literacy, English Language Learners, Special Need Students, Curriculum Development and instructional coaching and management.

Our Turnaround Specialists who will work with the schools include the following employees and advisory board members of Results Mentoring. Should additional staff be required, comparable expertise in each of the areas will be provided. This is just a sample of a few of our team members and additional resumes are attached.

E’Lois Thomas brings over 15 years of experience as a Turnaround Specialist with experience in the automotive, government and education industries. She is currently a PhD student in Educational Leadership and Administration and she is experienced with Management of Title 1 Funds, staff development and training, strategic planning, financial consolidation and management, teaching and managing business plans. She has experience in dealing with the State of Michigan and Arizona on Title 1 Schools and Funding as well as Grant Writing, professional development and retention.

Diane Jackson has over 36 years of experience with Detroit Public Schools and as a Teacher. She understands the economic challenges in urban areas and is highly qualified to teach K – 5 all subjects, K – 9 Language Arts and K – 8 Mathematics. She has special endorsements in various fields. She is the Curriculum Director and collaborates with teachers to develop weekly lesson plans ensuring compliance with a students Individualized Plans. She is very instrumental with our Curriculum and she serves as Mentor, Team Leader or Tutor for our program. She has experience with the Bell Program as well as 21st Century Program as Site Coordinator and Assistant Program Manager.

Dr. Stephen Evans is a Turnaround Specialist with a proven track record of managing troubled districts, Federal and State Compliance, Strategic Planning and Execution Conflict Resolution and Protective Crisis Intervention. He has a plethora of experience as a leadership development consultant, experience with reducing student incidents and implementing after school enrichment and academic programs. He has won numerous awards for his efforts and work within various states.

Billiette J. Walter is a retired Principal with experience as a Turnaround Agent in various districts. As a prior counselor and teacher within the Detroit Public Schools, she understands state legislature, working as a community liaison, testing and evaluation as well as student recruitment and retention. In addition, her experience with Charter Schools have allowed her to be a Curriculum Leader, manage fiscal budgets, maintain federal and state attendance records and general and special education compliance.

These are just a few of the key members that are highlighted and a few more have resumes attached. Our team members have extensive program management experience and youth program management. This coupled with the Research & Published work that many of our team members have done on Education Issues, Urban Issues and more would allow us to serve as an asset to any schools improvement team.
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.
Regional Director with Training and Staff Development Expertise, Price Model and Contract Negotiation Skills with an MBA, and a Bachelor of Science in Accounting. Currently pursuing a PhD in Educational Leadership and Administration. Extensive experience in the field of education, in the automotive industry, delivering outstanding returns by building, developing and driving business operations to new and exciting levels of performance. Governmental Accounting and Non-Profit Accounting and Management experience as well. Passionate to lead, coach, and mentor others, challenging them to reach their full potential, resulting in increased enrollment and retention, increased productivity and organizational excellence. Efficient with education models, tutorial programs, cost models, treasury management, risk management and communications. Highly analytical and driven executive cultivating relationships and advancing teams toward top level corporate objectives. Masterful at making rapid assessments of educational and operational challenges and for developing and leading the resulting action plans. Interested in teaching skill set developed from educational and experiences in various industries.


• 15-year career in Educational Consulting including Staff Development, Finance Models and Cost Analysis
• Director of College Ministry/Mentor for over 7 years at my church. Assisted students with college admission application, essays and financial aid.
• Accounting Career began in Inventory Management and expanding to Cost Accounting, Financial Management with Price Model and Contract Negotiation, Budgeting, Treasury & Risk Management.
• Managed budgets in excess of $200 Million
• Worked with Operational Management Teams throughout the United States and shattered profitability targets for a $100 Million product portfolio 5 years running and leading the group to “best-in-class” performance in the Supply Chain Management Industry.
• Maintained revenue and profits against aggressive competition and a clouded economy by negotiating with vendors for term adjustments and price decreases in line with or above our contractual obligations.
E’Lois Thomas

PREVIOUS EXPERIENCE

Deputy Finance Director
City of Dearborn, Dearborn, MI ...............................................................2009 to 2010
Responsible for $200M Budget; Manage areas of Purchasing, Treasury and Accounting.
  • Manage the Budgeting Process and the Comprehensive Annual Financial Report.
  • Attend Executive Level Meetings with the Mayor.
  • Attend City Council Meetings and respond to Finance related questions.
  • Sign and approve wires and transfers.
  • Procurement Selection Team and monitor the bid process for fair and equitable treatment of all suppliers.
  • Train and develop Finance Department Staff.
  • Work directly with IT Director and Team to develop technology initiatives including:
    o Launch imaging for payroll to eliminate paper copies of data.
    o ACH payments for all vendors.
    o Time and Attendance to eliminate manual time entry.
    o Implementation team for the launch of a full ERP system.

Corporate Controller
James Group International, Inc., Detroit, MI ...............................................................2001 to 2009
James Group International (JGI) is a privately held corporation that has been in business since 1971. James Group provides logistics services for the automotive industry. James Group is a leading Supply Chain Management company. I began with Motor City Logistics (a James Group Company) and then was promoted to Controller for the group.
Customers: Ford, GM, and Automotive Components Holding, LLC; Revenue to exceed $100 million in 2009.
  • Worked with the CFO to restructure the operating cost to allow the company to be competitive. Managed cash flow so that it is now positive and the company has no debt.
  • Manage the Finance Department for a group of automotive companies. Initial reporting was to the Chief Financial Officer but I began report directly to the Chief Operating Officer in 2007. Responsible for creating and maintaining cost models for bids and analysis while working closely with Engineers and Plant Management. Manage new contracts with customers to regain profitability. Responsible for implementing a five day closing process for the entire group including consolidations and reporting to Officers for Review. Implemented a Budgeting Process for all operations including our locations throughout the United States.
  • Responsible for the implementation and launch of SAP R3. Part of the implementation team for the Finance, Costing and Material Manager modules.
  • Implemented a Treasury Management system of sweeps and investments while working diligently with our Banks to reduce idle cash.
  • Responsible for General Tax Filings/Reporting, 5500 filings and annual processing of 401k retirement plans. Trustee Member for the Companies 401k Plan.
  • Part of the transition team to implement a conversion in the entire payroll process from three vendors to an automated process with one vendor.
  • Implemented a Cash Management process that included long-term cash forecasting and planning.
  • Successfully completed the collection process for overdue receivables in excess of One Year previously written off as uncollectable.
  • Implemented a Purchasing and Negotiation Contract Review Process with Upper Management.

Accounting Manager
Motor City Logistics, LLC Detroit, MI ...............................................................2001 to 2002
Motor City Logistics (MCL) was a James Group Company sold off in 2006. MCL is a sequencing company that provided services to Chrysler, Sumitomo, Arvin Meritor and Hyundai Mobis.
  • Implemented Procedures for Finance and Hiring Practices.
  • Developed and Implemented Human Resource Module for Payroll – ADP.
  • Recruited candidates for our Sequencing Operations.
  • Performed all financial duties including billing, payables, and ledger.

E’Lois Thomas
• Managed facility budget for multiple locations throughout the United States.
• Negotiated contracts for CAM in new building projects.
• Part of the launch teams to set up bids for new business, operational improvements and internal audits.
• Inventory Management professional too write procedures for the inventory processes.

Contract Finance Assistant and Algebra & Reading Tutor
Mentorscope ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………2007 to 2008
- Assist with Tutoring for Grades K - 12
  • Prepare Budget and Financial Reports including forecasts and budgets
  • Tutor students in Math and English
  • SES Provider – No child left behind
  • Prepare learning plans and report progress

Staff Accountant
Lorro, Inc. Detroit, MI..............................................................................................................................................................1995 to 2002
- Reported to the Director of Finance. Direct operational team of 30 employees during physical inventory process. Conducted strategic study to implement efficiencies within the Inventory Process of the company. Worked with CPA firm during annual audit of the inventory process. Reconciled outsourced inventory accounts and performed annual inventories at outsourced locations. Prepare Book to Physical Comparisons, Reconcile Raw Material Reports, Cost Accounting
- Prepared Fixed Asset Schedule and Assisted with Monthly Tooling Report. Performed cost analysis on jobs to ensure profitability was being maintained.
- Performed Staff Accountant roles including monthly general bank reconciliation, Fixed Asset reporting (FAS Software), prepare monthly cash flow statements, analyzed departmental budget variances, and analyzed financial statements.
- Part of the transition team (during partial sale of the company with American Bumper, now Meridian Automotive Systems – MAS)

EDUCATION/ASSOCIATIONS

PhD, Educational Leadership & Administration, North Central University, Pursuing Doctorate Degree, 2010 – present

Master of Business Administration, Management Major, Walsh College, Troy, MI, 2005 3.52 GPA

Bachelor of Science in Business Administration, Accounting Major, University of Detroit Mercy Detroit, MI 2000 3.75 GPA

Member – National Association of Professional Women, General Member – Michigan Association of CPA’s, Member – NABA, Volunteer Alumnus - Coleman A. Young Foundation, Volunteer Mentor and Secretary - RESULTS Mentoring, Member and Former Director of Tutoring - Beta Alpha Psi, National Business Honor Fraternity

COMPUTER SKILLS

Educational Software - Cayen, EZ SES Software, Skills Tutor, OASIS Software,
SAP – part of the implementation team; currently an advanced user in the FI, CO and MM modules.
Solomon – Experienced in all of the Financial Modules
Platinum – Experienced in all of the Financial Modules
QuickBooks – Experienced in All Areas Including Financial Statement Designer
ADP/PAYCYCLE/Payroll One – Experienced with stationary, networked and online versions
MS Office Professional – Experienced in all parts of the Office Suite.

REFERENCES AVAILABLE UPON REQUEST

E’Lois Thomas
Diane Rainelle Hobson-Jackson

Education

Master of Education, Education Leadership
Wayne State University, Detroit, MI
June, 1976

Bachelor of Science in Education, K-12
Wayne State University, Detroit, MI
June, 1972

Associate of Arts, Education
St. Clair County Community College
Port Huron, MI
June, 1969

Certifications

Highly Qualified Teacher Assessment and Verification Center Certification, Detroit Board of Education, 2005

Highly qualified to teach:
- K-5, All Subjects
- K-9, Language Arts
- K-8, Mathematics

Endorsements

Social Science, K-9
Language Arts- English, Speech, Journalism, Reading, Creative Writing, Literature and Linguistics

Current Employment

2010- Present- Curriculum Director/ Lead Tutor
RESULTS Mentoring, Eastpointe, MI; Elois Thomas, Executive Vice President
Planning and Curriculum – Write lesson plans and curriculum programs for tutors. Assist with program enhancement and development for the Results Mentoring Program.
Team Leader- mentoring; developing and evaluating curriculum and strategies for lesson planning; tutor reading and mathematics

2010-Present- Math Academic Coach
Consultant - Detroit Public Schools, Fisher Magnet Lower Academy: Detroit, MI; Charlene White, Principal

Diane Jackson
Prior Experiences/ Areas of Expertise

June- August, 2010- **Assistant Program Manager**
BELL (Building Educated Leaders for Life) /Detroit Public Schools Academy of Summer Learning at Fisher Magnet Lower Academy; Charlene White, Principal, Octavia Wilson, Area Site Manager

2008-2009- **Mathematics Instructor, GED Program**
Wings of Faith Adult Education, Detroit, MI; Rev. Dr. Dee Dee Coleman, CEO

2006-2007- **Site Coordinator**
21st Century Communities and Schools After School and Summer Program, Miller Middle School; State of Michigan Licensed, First Aid, Infant, Child and Adult CPR; Laura LaFever, Program Director

1999-2006- **Mathematics Teacher** for Deaf and Hard of Hearing Students
Miller Middle School, Detroit MI; Helen Glenn, Program Supervisor

1995-2003- **Director Christian Education**
Second Ebenezer Church, Detroit, MI; Bishop Edgar Vann, CEO Vanguard Development Corporation

1996-Present- **Trustee, Finance Ministry**
Second Ebenezer Church, Detroit, MI; Bishop Edgar Vann, CEO Vanguard Development Corporation

1995-2002- **Program Director of Child Care**
PLAY (Proudly Loving All Youth) Christian Day Camp, Detroit, MI; Bishop Edgar Vann, CEO of Vanguard Development Corporation

1995-2002- **Program Director of Child Care**
SAC (School Age Care), Detroit, MI; Bishop Edgar Vann, CEO of Vanguard Development Corporation
STEPHEN TODD EVANS

Executive/Operations Director ♦ Leadership Development Consultant ♦ Trainer ♦ Professional Speaker

CAREER OBJECTIVE
To utilize my professional knowledge, skills and leadership expertise to inspire, empower, train, equip individuals, organizations and companies to maximize potential and attain aspired goals

EDUCATION
SAGINAW VALLEY STATE UNIVERSITY MI Ed Leadership 2000-2008
UNIVERSITY of WEXFORD, Zurich, Switzerland Ph. D Ed Leadership Studies 1998-2001
INDIANA UNIVERSITY Ph. D Research Seminar 2001
NC A & T STATE UNIVERSITY N.C MA Leadership & Counseling 1994
MARSHALL UNIVERSITY, W.VA BA Education 1987
FERRUM COLLEGE, VA AD Degree in Science Education 1982

CERTIFICATIONS & LICENSURES
• Florida Professional Educators Certificate
• Florida /CPR, Maturation Training, HIV/AIDS Education
• National Speakers Association, Michigan Professional Speakers Association
• Michigan Professional Educators Certificate
• MI Dept of Ed First Aid/CPR, Maturation Training, HIV/AIDS Education
• North Carolina Counseling Licensure
• North Carolina and West Virginia Teacher Certification
• North Carolina Alcohol and Drug Defense Training
• N.C. Peer Mediation / Conflict Resolution /Protective Crisis Intervention

PROFESSIONAL EXCELLENCE SKILLS – RESULT ORIENTED!

PROFESSIONAL EXECUTIVE OPERATIONS SUMMARY 01/09 – Current
Executive Director / Suncoast School for Innovative Studies

Dr. Stephen Todd Evans
Fiscal and Personnel Administrator, Program Revitalization, Marketing and Compliance
Director, Contracted Services, Sarasota, Florida

CEO Selected Achievements

- Implemented Comprehensive Employee Benefits Package - 2009
- Developed Marketing Plan, new school logo, Mascot, school colors - 2009
- Implemented School Uniform Policy - 2009
- Reduced Student Incidents by 100% - 2009
- Implemented middle school program 9/2009
- Increased Student Enrollment by 1/3 – increasing student enrollment by 110 students - 2009
- Generated policies, procedures and best practices increasing revenue by $680,000 - 2010
- Negotiated expansion for New Elementary School – 2010
- Employment of All Highly Qualified Staff - 2010
- Implemented School first “state of the art “computer learning center – 2010
- Completed Florida Teacher Appraisal and Evaluation System
- Implemented schools first evaluation system -2010
- Title 1 designation / 80% - 2010
- Implemented after school enrichment & academic program 9/2011
- Moved into new elementary building 3/11/2011
- Negotiated new transportation contract (cost saving of $25,000 annually)

CEO Additional Honors

- Recognized by the state of Florida and Sarasota County District as an “A” Rated School - 2009
- Oxford University – Invited to reunion as guest speaker -2010
- Oxford University – Invited as presenter - 2011
**PROFESSIONAL EXECUTIVE OPERATIONS SUMMARY 10/00 – 6/08**  
*Chief Executive Officer / Superintendent Pontiac Academy for Excellence  
Fiscal and Personnel Administrator, Marketing and Compliance Director,  
Contracted Services, Pontiac MI*

### CEO Selected Achievements

- Immaculate 100% performance on State and Federal annual audits from 2000-2008!
- Significantly increased Federal and State revenues from $48,000 to over $300,000 in eight years!
- Augmented Technology Literacy from 60% to 100% for professional and support staff from 2003-2004.
- Fostered demand for employee growth by 200% percent from 25 employees in 2000 to over 120 in 2008
- Launched business and community partnerships producing over 12 organizations providing resources and donations in excess of $500,000 dollars from 2000-2008.
- Eradicated $700,000 deficit in one year without reducing professional or support staff!
- Negotiated better health coverage and benefits for all employees while reducing company healthcare costs by 20%
- Generated policies, procedures and best practices increasing revenue from $750,000 to $10,000,000 annually from 2000-2008.
- Recognized by Strathmore who’s who for Professional Leadership in Fortune 500 Companies
- Harvard University request participation in “Strategic Management Styles.” 2007-2008
- Expanded student growth by 600% *USA Today 2007* noted PAE largest Charter School Per City Capita in Michigan
- Negotiated incredible land contract for 1 penny a year over seven years for property expansion at a savings of $500,000!
- Significantly reduced vending costs by approx $300,000 per year

### CEO Additional Honors

- Success Feature Story- Lexington Dispatch, Lexington NC 3/21/2008
- Educator of The Year- Bloomfield Hills Optimist Club 2/2008
- Lifetime Achievement Award by PAE -2007
- Nominated CEO of the year by MAPSA 2006
- Nominated Outstanding Charter Public Academy by MAPSA 2005- 2006
- Man of The Year – American Biological Institute Board of International Research 2006
- Harvard University – Selected to attend Strategic Management for Charter School 2006
- Global Publication’s Who’s Who 2006
- Strathmore’s Who’s Who – Recognized for Professional Accomplishments 2006
- Continental Who’s Who - Recognized for professional accomplishments 2006
- Empire Empowering Executives & Professionals Who’s Who 2005
- ABA American Biological Institute – American Medal of Honor for Accomplishment and Contribution to Society 2005
- Annual Yearly Progress 2004-05 Pontiac Academy for Excellence
- Metropolitan Registries Who’s Who 2004
- Manchester Who’s Who among Executives and Professionals 2004
- Outstanding Community Service Award –Mayor of Pontiac, MI 2004
- Feature Speaker “Educating at-Risk Students” Greater Pontiac Broadcast 2001
- Featured in the Oakland Press, Pontiac News and Citizen’s Post 2000

Dr. Stephen Todd Evans
Principal, Detroit School of Industrial Arts (9-12) Detroit, MI *Urban High school emphasis on academics and technology* 1/99-9/00
Principal, New Directions Institute, Pontiac, MI (9 –12) *Urban skills trades high school program for at-risk students* 6/97 – 1/99

**Selected Building Administrator Achievements**

- Selected Achievements as Director for DSIA and NDI
- Letter of Commendation for Exemplary Work and Extraordinary Improvement on State MEAP scores, 2000
- Selected Conference Speaker for Governors Workshop, 1998
- 50% increase in staff growth (NDI)
- Strengthened Professional Development
- Client growth 40% (NDI) 1999
- Curriculum/Testing and Program Development Coordinator
- Contract negotiations of all service providers
- Improved Federal and State Compliance alignment
- Achieved extraordinary marks in customer service and building climate
- Dramatically increased parental support
- Radically improved client safety through Security Supervision
- Expanded Business Partnerships
Adjunct Instructor Cornerstone University, Troy, MI Spring 2002- 2005  
*Adjunct Faculty for Business, Communications and Technology courses*

**Responsibilities:** Course descriptions, evaluation, lecture and professional development

**International Ministries- Michigan Professional Speakers Association and National Speakers Association 1997- present** Seminars, Workshops, Lectures, Conferences etc for Schools, Agencies, Universities, Churches, Organizations, Correctional Facilities  
**Services provided:** Leadership Development, Educational Consultant, Workshop Facilitator, Keynoter, Motivational Speaker

**Multi-ability Inclusive Education Teacher (grades ¾) Kaiser Elementary School, Ypsilanti, Mi.  8/ 94 – 6/ 97 Successful pilot program -Willow Run School District**  
**Responsibilities:** Special and Regular Education Curriculum, facilitated multi-learning Teams/subjects, Reading Program Consultant

**Leadership and Achievements**
- Ann Arbor News and Ypsilanti Press Feature Story "Educator who makes a difference" 1995
- Nominated Teacher of the Year Willow Run Schools 1994
- Excellence in Teaching Award Willow Run Schools 1994
- Systemic Initiative Team Leader of Professional Development
- Co- PTO President
- WLEA Executive Board Member
- Drug Awareness Education Representative

**Davidson County Youth and Family Services, Lexington, North Carolina SP/SU 94**
*Juvenile at-risk Counselor*  
**Ages:** Responsible for Behavior Modification, Social Awareness/Development small groups, Individual Counseling Self Awareness /Esteem and Self discipline, Established and Maintained Individual and Family Records

**Davidson County Community College Thomasville, North Carolina SP/SU 1993-94**
*Adult Education Instructor*  
Responsibilities: Early Childhood Development/Parenting skills Employability skills, Career Assessment, Interpersonal Communication

**Counselor /Assistant Building Administrator Eanes Middle School Lexington, N.C  8/ 88 – 6/ 94**
*Alternative Education for special needs students: EMI, BEH, Willie M, LD to TMI.**  
Responsibilities:
- Formulated and Implemented Behavioral Modification Plans and Discipline
- Home-School Coordinator
- Generated Parent Support Team
- Member of strategic Curriculum Development Team
- Executed Individual and Group Counseling
- District Special Needs Consultant for Eanes
- Principal Advisory Committee Member
- Administrative head in absence of Principal

**Related Honors /Achievements**
- 1990’s Outstanding Community Service Award - Lexington, NC
- 1990’s Outstanding Young Black Professional
- Outstanding Young Man Of America 1989

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Dr. Stephen Todd Evans
North Davidson Sr. High School, Davidson County, N.C Psychology Teacher 1987 –1988
Prepared and taught Senior Psychology courses according to State Curriculum

National Football League 1986-1987
Buffalo Bills, New York 1987 Head Coach M. Levy – Free Agent – Offensive Receiver and Special
Teams, Tight End.
Atlanta Falcons, Georgia 1986
Head Coach M. Campbell – Free Agent – Offensive Receiver and Special Teams, Tight End

Academic and Athletic Honors
- Nominated for Marshall University Football Hall of Fame, W.VA 2004
- Nominated “Who’s Who” among our National University Students 1984
- Junior College - All American Athletic Honors 1981
- Selected “Who’s Who” among our Nations top Junior College Students 1981
6211 Bordeaux Circle,
Sanford, Florida 32771
Ph/Fax (407)268-4096
Bwalter5@cfl.rr.com

Billiette J. Walter

Education
B.S. Degree 1967 Major: Social Studies Minor: History
N.C. A & T State University, Greensboro, NC 27411

Masters Degree 1973 Guidance & Counseling
University of Michigan, Ann Arbor, MI 48109

Educational Specialist Degree 1981: Administration and Supervision
Wayne State University, Detroit, MI 48202

Doctoral Studies Coursework 1982-1983
Wayne State University, Detroit, MI 48202

Educational Leadership Coursework 1997-2005
Central Michigan University, Mt Pleasant, MI
Whitworth College, Spokane WA 99251
University of Phoenix, Phoenix AZ 85040

Certifications
- Michigan Permanent Teacher Certificate K-8 all subjects
- Michigan Permanent Teacher Certificate 9-12 CX-Social Studies, CC-History
- Michigan Guidance and Counseling Certificate K-12
- Educational Administrative & Supervision Certificate K-12

Employment History
9/1997-6/2005 Elementary Principal K-6, Great Lakes Academy Pontiac, Michigan 48342

Responsibilities:
Curriculum Leader
Hiring and evaluating staff members
Negotiating contracts
Grant procurement
Managed fiscal budget
Established parent support organization
Developed Annual School Calendar
Prepared and presented monthly board report
Scheduling
Student discipline
Maintained Federal and State attendance records
General and Special Education Compliance
Coordinated after school and summer school programs
Marketing and Fundraising
1/1995-9/1996 Central Office Administrator of Guidance & Counseling Services, Detroit Public Schools, MI
Responsibilities:
District Wide Supervisor of Scholarships and Grants awarded to graduating Seniors
Coordinated district wide scholarships, financial aid and career seminars for students and parents
Monitored, reviewed and approved monthly guidance reports district wide
Facilitated and Supervised implementation of student achievement program
Responsible for monthly site visits/observations of each High School Guidance Program
Monitored and Evaluated High School Guidance Department Heads
Attended State Legislative meetings advocating/lobbying for educational guidance component needs
Coordinated and Managed District Wide Special Projects
Served as liaison and consultant for best practices in the area of behavior modification, career education
and post high school academic and career placement
Secured resource speakers
Hosted weekly educational radio broadcast

1/1987- 12/1994 Guidance and Counseling Supervisor, Brieithaupt Technical High School Detroit Public Schools, MI
Responsibilities:
Co-op Career Placement
Testing and Evaluation
Student Recruitment
Statewide Career Competition Coordinator
Scholarship Procurement
Transportation Coordinator
Individual and Group Counseling
Community Liaison
Secured resource speakers

9/1981- 12/1986 Department Head of Guidance and Counseling, Redford High School Detroit Public Schools, MI
Responsibilities:
Supervised Counselors
Improved Graduation Rates
Ensured implementation of District Guidance Model
Reviewed and evaluated Counselor anecdotal records
Observed and evaluated Guidance Services
Coordinated Staff Development
Ensured State mandated graduation requirements
Scheduling
Coordinated Career Fairs
Facilitated and Administered State Assessments
Referred and Secured Special Outreach Services

11/1978- 8/1981 Counselor, Southwestern High School, Detroit Public Schools, MI
Responsibilities:
Student Scheduling and Career Mapping
Maintain Student Records
Ensured State mandated graduation requirements
Career Fairs
Facilitated and Administered State Assessments
Individual and Group Counseling

1/1976-10/1978 Counselor, Remas Robinson Middle School, Detroit Public Schools, MI
Responsibilities:
Behavior Modification
Individual and Group Counseling
Career Pathways
State Assessments
Fundraising
Maintained Student Records & Transcripts
Community Liaison

9/1968-10/1974 Teacher, Cooper Elementary School, Detroit Public Schools, MI
Responsibilities:
Coordinated curriculum Special and General Education curriculum for grades 1-6
Developed daily lesson plans with goals and objectives
Taught all areas of curriculum

Responsibilities:
Subjects taught: economics, government, American History, State History,
Sociology in compliance with State Guidelines

Honors
- Golden Apple Principal Award- State of Michigan
- Who's Who Among Michigan Principals
- Phi Delta Kappa certificate of achievement for Educational Leadership and Research

Interests & Activities
Guardian Ad Litem Volunteer Program- Seminole County, Delta Sigma Sorority, Sisters Across America,
Sunday Certificate of Completion for Interior Decorating, School Teacher and Secretary-Church of our
Father 1980-84, Gardening, Health & Nutrition, Real Estate Investment & Management, Vice President of
Buckingham Estates Community Association, Golf, Fishing,

References
Dr. Cherise Cupidore- Former Supervisor
30888 Rosemond Lane, Franklin, MI 48025
PH (248) 660-3180 email cherisecupidore@yahoo.com

Helen Dennis - Former Colleague
1829 Brackenhurst Place Lake Mary, FL 32746
PH (407) 268-3444 Hwdennis@aol.com

Dr. Priscilla Rice- Educator
2811 Foxtail Creek, Henderson, NV 89052
PH 702-263-8083 Honeyrice2@aol.com
CLAUDETTE Y. SMITH, Ph.D.

29900 Franklin Road, #141
Southfield, Michigan 48034
Home: 248-356-0895
Cell: 248 980 6658
Email: cyfvsmith@msn.com
Office: 313 962 2200

BACKGROUND SUMMARY

Excellent writing skills. Extensive experience in research and report writing. Edited textbooks in population issues. Technical assistance in program evaluation for continuous learning in effective programming and impact. Key strengths include:

- Grantmaking
- Interpersonal Skills
- Teaching & Training
- Non profit Management
- Program Evaluation
- Team Building & Group Facilitation
- Program Consulting
- Leadership training

PROFESSIONAL EXPERIENCE

COLEMAN A. YOUNG FOUNDATION, Detroit, Michigan 2001 to Present
The Coleman A. Young Foundation is a tax-exempt, non-profit, charitable organization that was founded in 1982 for the primary purpose of cultivating leadership among Detroit’s youth, particularly those who may experience economic and / or social disadvantages. Its mission is to invest monetary and non-monetary resources in Detroit youth exhibiting commitment to community and leadership potential.

Executive Director 2001 to Present

THE SKILLMAN FOUNDATION, Detroit, Michigan 1994-2001
The Skillman Foundation is a private independent foundation. It is a resource for improving the lives of children in metropolitan Detroit. The Foundation applies its resources to foster positive relationships between children and adults, support high quality learning opportunities and strengthen healthy, safe and supportive homes and communities.

Program Officer 1995-2001
Program Consultant 1994-1995

Managed the Foundation’s grant making program in conjunction with President and Program Group including evaluating grant proposals received, monitoring existing grants and initiatives and preparing occasional publications. Directed the Foundation’s grant making evaluation process. Represented the Foundation on boards and committees upon invitation and related activities.

- Managed the Foundation's Parenting Initiative, an 8-year comprehensive program to impact parents and children resulting in nonprofit programs receiving $7 million in funding.
- Provided technical assistance in program evaluation to over 100 foundation grantees annually that improved reporting compliance.
- Managed Foundation evaluation study that provided recommendations for future direction for evaluation.
- Negotiated contracts with consultants for initiative evaluation.
- Convened nonprofits and community groups representing diverse cultures and ideas that developed the strategic plan for a comprehensive initiative for families.
- Built relationships and marketing as integral features of initiative that increased program impact.

WAYNE STATE UNIVERSITY, Detroit, Michigan 1991-1994
Wayne State University is a national research university with an urban teaching and service mission. It is a Carnegie Research University.
Associate Professor Research
Conducted scholarly research and published on education, gender issues and religion. Received funding for research activities. Designed and taught courses.

- Published monographs and peer reviewed articles.
- Received Women and Minority Faculty Research Award for research.

Claudette Y. Smith

STATE OF NEW JERSEY, DEPT. OF HIGHER EDUCATION, Trenton, New Jersey 1982-1991
Government unit governs the work of all institutions of higher education in the State of New Jersey. The department was changed in 1993 to the Higher Education Commission.

Program Specialist, Educational Opportunity Fund (EOF) 1987-1991
Program Officer, Educational Opportunity Fund (EOF) 1982-1987
Managed EOF programs and activities. Evaluated programs, managed statistical analysis and report writing. Provided technical assistance in management information systems for EOF program staff at the colleges and universities statewide. Managed activities for the Educational Opportunity Fund Board of Directors, the Minority Affairs Committee of the New Jersey State Board of Higher Education, and the Department of Higher Education's Urban Initiative.

- Improved program management and increased retention and graduation of EOF program students.
- Developed agency operating manuals.
- Provided technical assistance to field staff in proposal writing, program evaluation, which contributed to staff development and performance.
- Published annual reports on the EOF programs.

UNITED NATIONS, New York, New York 1971-1976
The United Nations is a system of agencies that provide a coordinated yet diverse set of programs of action. The United Nations Children's Fund (UNICEF) is a member of the UN family that works to improve the economic and social condition of people around the world.

Associate Population Affairs Officer, UN Population Division 1971-1972
Conducted social and economic surveys and analyses on children and familial issues. Analyzed and evaluated demographic, social and economic data for United Nations publications. Represented the organization at international meetings.

EDUCATION
Ph.D., Sociology and Demography, Princeton University 1982
M.Sc., Sociology, Princeton University 1978
M.Sc., Demography, London School of Economics and Political Science 1970
B.Sc., Economics, Honors, University of the West Indies 1966
Nonprofit Sustainability 2005
Leadership Detroit Class 25 2003 current
Crossroads of Michigan, Board of Directors 2004 current
Princeton University, Advisory Council for the Study of Religion 2000-2004
Board of Directors, Grantmakers for Children, Youth and Families 1998-2001
Detroit/Wayne County Roundtable on Sustainable Development 1998-1999
Board of Directors Budget Committee, Starfish Family Services 2003 to current
Board of Directors, Starfish Family Services, Inkster, Michigan 1998-2002
Board of Directors, Youth Living Centers, Inkster, Michigan (Board President, 1997-98) 1993-1998
Steering Committee, Wayne State University: University Public School 1993
Urban Families Program: Member of Family Policy Research Council 1991-1993
Wayne State University: The President's Commission on the University and the Schools 1991-1992

Claudette Y. Smith, Ph.D.
Claudette Y. Smith, Ph.D. 3
Member of the New Jersey Basic Skills Assessment Committee 1982-1991

Professional Associations:
- Population Association Of America
- American Sociological Association
- Caribbean Studies Association
- Michigan Association Of Evaluators

TEACHING

WAYNE STATE UNIVERSITY, Detroit, Michigan
Adjunct Professor, Sociology Department, 2001 to present
Population and Society
Understanding Human Society
Associate Professor, College of Urban Labor and Metropolitan Affairs, 1991-1994
Graduate Seminar in Urban Demography.

UNIVERSITY OF DETROIT, Detroit, Michigan  Fall 1993
Adjunct Professor, Sociology Department
Population Trends, Social Science Research Methods

MERCER COUNTY COMMUNITY COLLEGE, Trenton, New Jersey  1984-1987
Instructor
Mathematics, Algebra

HUNTER COLLEGE, CITY UNIVERSITY OF NEW YORK, New York  1975-1976
Instructor, Sociology Department
Population Dynamics, Social Institutions, The Family, Gender Roles

RESEARCH

Education Issues: Singe Gender Schools in the Detroit Public School System.

Issues in Race Relations: Received the 1992-93 Women and Minority Faculty Research Award for research on “Model Programmatic Responses to Bias Incidents and Hate Crimes.” The project identified national public programs and nonprofit collaborations that have enabled communities and local governments to effectively mitigate the damage that results from bias incidents and hate crimes.


Gender Issues in the Caribbean: Gender role perceptions and attitudes.

PUBLICATIONS

PUBLICATIONS (continued)


Contributions to U.N. Publications:
- Young Child Study: Approaches to action in Developing Countries, (E/ICEF/L, 1303, March, 1974).

PRESENTATIONS AT CONFERENCES & WORKSHOPS

- Program Evaluation.
- Quality of Life and Educational Aspirations
- Decline in Black Enrollment

FELLOWSHIPS

- Princeton University Fellowship, Sociology Department, Princeton University.
- Ford Foundation Fellowship for Postgraduate Studies in Demography at the London School of Economics and Political Science.
Patricia Ann Trotter

Education

- Education Specialist in General Administration & Supervision Wayne State University 1985
- Master of Education Wayne State University 1976
- Bachelor of Science in Education Wayne State University 1973

Professional Experience

- Literacy Evaluator Content Literacy Continuum (CLC) Regional Educational Laboratory April 2008-June 2010
- Test Administrator and Proctor Survey Research Management April 2008- June 2010
- Tutor- ACT Testing & Reading Prevailing CDC September 2008-June 2009
- Substitute Teacher Dearborn Public Schools September 2007- Present
- Lead Tutor Results Mentoring September 2010- present

Key Qualifications

- Vocational and Permanent Certification – Office of Career and Technical Education
- Experienced in use of internet as well as educational software
- Microsoft Word, Excel, and Database
- Certified Notary Signing Agent
- Licensed Real Estate Agent
Brandy S. Walker

Dedicated Educator with 11.5 years experience in classroom instruction, training and development, and facilitating exam preparation seminars. I aspire to affirm the values and opportunities afforded by education through a strong commitment to serve an educational institution and all that it preserves; to advance academia, along with the school, and the richness it provides to this great society.

EDUCATION

Master of Education, Administration and Leadership - May 2002
Wayne State University, Detroit, MI

Bachelor of Arts, Elementary Education - December 1999
Southern University and A&M College, Baton Rouge LA

Penn Literacy Network (PLN) - K-5- “Forming and Reforming Reading/Writing/Talking Across the Curriculum,” - University of Pennsylvania Graduate School of Education - August 2010

AWARDS/LICENSES

- Michigan Certified teacher K-8th grade all subjects
- Michigan Certified K-12 Administrator
- Wayne County RESA Teacher of the Year Nominee-2002
- Certificate of Appreciation Award Student Teacher Program-2006-07

TEACHING EXPERIENCE

- Detroit Public Schools Teacher - 1/2000-Present
- Results Mentoring Tutor - 3/2010-Present

ADMINISTRATIVE EXPERIENCE

- Chairperson of Career Week- Malcolm X Academy
- Elementary MEAP test coordinator
- Assisted in creating summer school schedules
- Assisted with the after-school tutorial program

- Chairperson of school admissions team- Malcolm X Academy
- Lead ELA teacher
- Trained new teachers to the district as a mentor- Malcolm Academy
- Co-director of mentoring group Sisters For Life
- Lead parent workshops on Standardized Tests
- Lead Tutor Summer 2010
HIGHLIGHTS

- Able to conduct staff development activities that include traditional as well as newer methodologies.

- Knowledgeable of Michigan School Reform Legislations such as P.A. 25, 335, 336, 339 and P.A. 328 (Possession of Dangerous Weapons, Arson or Rape Law); Special Education Legislation P.A. 451 and P.L. 94-142 (IDEA); Title IV and Title V of the Civil Rights Act of 1994; Title IX of the Education Amendments of 1972; and Section 504 of the Handicap Act of 1973.

- Skilled in designing programs that meet federal and state requirements and local needs.

- Trained to select appropriate research design, data collection instruments, and population samples; Experienced in collecting data for evaluation studies and needs assessments.

- Trained to recognize student achievement needs, design relevant program goals, implement identified objectives, adjust inconsistencies and evaluate outcomes.

EXPERIENCE

1997- Present: Athletic Department Head / Building Level Administrator
Detroit Public Schools
Redford High School

Currently Retired

Responsible for supervising 50 employees assigned to the Health/Physical Education and Fine Arts departments; Provide support to teachers in planning, classroom management, student evaluation, and the delivery of the instructional process; Administer student discipline; Schedule and conduct discipline hearings; Monitor attendance; Submit accurate and timely reports, as required; Participate in management training programs as well as other specified inservice training activities; Assign substitute teachers to department classes; Coordinate special events; Supervise extra-curricular activities, and promote collaborative relationships between staff, students, parents and community; Monitor instruction for 3000 students; Fulfill other duties and responsibilities as assigned by the school principal.

1995-1996 HIGH SCHOOL TEACHER
Detroit Public Schools

Redford High School

Provided instructional programs for high school students in the areas of Health and Physical Education; Areas of study included: Cognitive Concepts, Physical Fitness, Body Control, Sports and Leisure Skills and Personal and Social Skills; Served as the Men & Women Head Volleyball Coach and Assistant Football Coach; Coordinator for Peer Mediation and Conflict Resolution school programs.
1985-1994 TEACHER
Detroit Public Schools
Murphy Middle School
Provided instructional programs for middle school students in the areas of Health: Personal Hygiene, Basic First Aid, CPR Training, Human Development and STD Awareness; Physical Fitness, Body Control and Sports and Leisure Skill Development. Assisted with the implementation of a monthly Teacher Recognition Awards Program.

1980-1985 TEACHER
Detroit Public Schools
Redford High School
Provided instructional programs for high school students in the areas of Health: Disease Prevention and Control, Personal Health Practices, Nutrition, Growth and Development, Family Health, Substance Abuse Prevention, Consumer Health, Safety and Community Health; Implemented specific training for CPR and First Aid. Initiated a Community-Parent and School Partnership program whose primary goal was to cultivate vacant lots for the community's leisure time use.

1975-1980 TEACHER
Detroit Public Schools
Kettering High School
Head Coach for Tennis, Volleyball and Football programs; Instructor for Health/Physical Education Programs. Parent Group Coordinator -- Developed a Parent and Teacher Coalition Group for the purposes of improving the physical condition of the athletic facilities.

1970-1975
SCHOOL COMMUNITY COORDINATOR
Detroit Public Schools
Harris Elementary School
School/Community Support Group
Elementary school coordinator; Worked with community members, parents, instructional staff and students; Duties included planning activities that stimulated growth in language, social behavior, gross & fine motor skills; Coordinated individual and small group instructional games that assisted elementary students with developing their communication skills, health habits, physical skills, and self concepts; Planned and assigned the work of paraprofessionals, parents and volunteers from the community; Chairperson of support group for parents. We developed grade level expectations for grades K-6th, and assisted with implementation at each level.

1964-1969 - ADMINISTRATOR
Boy Scouts of America
District Executive
Coordinator for scouting activities, scout retention and scout recruitment programs. Corporate supervisor for Fundraising activities in three counties; Supervised assistant Scout Executives and provided professional growth and developed for staff members; Coordinated field trips, camping trips and leadership for 600 boy scouts.

1962-1964 United States Army
Recreation Specialist
Served in the Panama Canal, Central America, as a Recreation Specialist; Supervised the daily recreational program for enlisted men; Purchased materials, games and equipment for the program; Developed schedules, Sponsored activities and maintained inventories; Coordinated sports competitions and promoted leisure time activities.
1985-1994  TEACHER  Murphy Middle School
Provided instructional programs for middle school students in the area of Health: Personal Hygiene, Basic First Aid, CPR Training, Human Development and STD Awareness; Physical Fitness, Body Control and Sports and Leisure Skill Development. Assisted with the implementation of a monthly Teacher Recognition Awards Program.

1980-1985  TEACHER
Provided instructional programs for students in the areas of Health: Disease Prevention and Control, Personal Health Practices, Nutrition, Growth and Development, Family Health, Substance Abuse Prevention, Consumer Health, Safety and Community Health; Implemented specific training for CPR and First Aid. Initiated a Community-Parent and School Partnership program whose primary goal was to cultivate vacant lots for the community’s leisure time use.

1975-1980  TEACHER  Kettering High School
Head Coach for Tennis, Volleyball and Football programs; Instructor for Health/Physical Education Programs. Parent Group Coordinator -- Developed a Parent and Teacher Coalition Group for the purposes of improving the physical condition of the athletic facilities.

1964-1969 - ADMINISTRATOR  Boy Scout of America District Executive
Coordinator for scouting activities, scout retention and scout recruitment programs. Corporate supervisor for Fundraising activities in three counties; Supervised assistant Scout Executives and provided professional growth and developed for staff members; Coordinated field trips, camping trips and leadership for 600 boy scouts.

1962-1964 United States Army  Recreation Specialist
Served in the Panama Canal, Central America, as a Recreation Specialist; Supervised the daily recreation program for enlisted men; Purchased materials, games and equipment for the program; Developed schedules, Sponsored Activities and Maintained Inventories; Coordinated sports competitions and promoted leisure time activities.

PROFESSIONAL AFFILIATIONS
• National Football Coaches Association
• Michigan Education Association
• Michigan High School Coaches Association
• Detroit Coaches Association

COMMUNITY AFFILIATIONS
• National Baptist Sunday School Committee
• National Boy Scout Selection Committee
• District Boy Scout Council
• NAACP Membership Drive Chairperson

AWARDS & SPECIAL PROFESSIONAL MEMBERSHIPS
• Booker T. Washington Business Men’s Award
• Phi Beta Sigma
EDUCATION

1962 - BACHELOR OF SCIENCE
University of Arkansas
Pine Bluff, Arkansas
Major: Education

1974 - MASTERS OF EDUCATION
Wayne State University
Detroit, Michigan
Major: Education

1975 - EDUCATION SPECIALIST CERTIFICATE / DEGREE
Wayne State University
Detroit, Michigan
Major: Secondary School Administration

References Upon Request
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.
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFRMS 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: Intermarket Insurance Agcy Inc
631-421-2424
205 E Main Street, Suite 3-4
Huntington, NY 11743
House Accounts

INSURED:
Results Mentoring Corp.
18135 East Nine Mile Road
Eastpointe, MI 48021

CONTACT NAME: 631-421-2424
PHONE (AC No. Ext): FAX (AC No.): E-MAIL: ADDRESS:
PRODUCER CUSTOMER ID: RESUL-1

INSURER(S) AFFORDING COVERAGE NAIC #
Markel Insurance Company
The Hartford Insurance Company

COVERAGE:

INSURER CODE
TYPE OF INSURANCE
ADDED SUB.
POLICY NUMBER
POLICY EFF
(PERIODIC TTY)
POLICY EXP
(PERIODIC TTY)
LIMITS

A  X COMMERCIAL GENERAL LIABILITY
X CLAIMS-MADE X OCCUR
08/09/11 08/09/12
0 0
1,000,000 0
0
0
0
0
0

B  X AUTOMOBILE LIABILITY
X ANY AUTO
X ALL OWNED AUTOS
X SCHEDULED AUTOS
X HIRED AUTOS
X NON-OWNED AUTOS
08/09/11 08/09/12
0
1,000,000
0
0
0
0
0

UMBRELLA LIABILITY
EXCESS LIABILITY
OCCUP
CLAIMS-MADE
DEDUCTIBLE
RETENTION

A  X WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY
X PROFESSIONAL PARTNER EXECUTIVE OFFICER EXCLUDED
X (MANDATORY IN NH)
08/09/10 08/09/11
0
1,000,000
0
0
0
0
0
0
0
0

DESCRIPTION OF OPERATIONS LOCATIONS VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Certificate Holder is included as an additional insured, as required by written contract or agreement.

CERTIFICATE HOLDER MIDEPED
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

CANCELLATION

MIDDEP

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

© 1988-2009 ACORD CORPORATION. All rights reserved.
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.
RESULTS MENTORING

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension
Identification Number: 70125J
Corporation Name: RESULTS MENTORING

Resident agent name and mailing address of the registered office:
CHARLES THOMAS JR
RESULTS MENTORING
18135 E. NINE MILE ROAD
EASTPOINTE MI 48021

The address of the registered office:
18135 E. NINE MILE ROAD
EASTPOINTE MI 48021

Describe the purpose and activities of the corporation during the year covered by this report:
NON-PROFIT ORGANIZATION THAT PROVIDES TUTORIAL, MENTORING AND EDUCATIONAL SERVICES.

Officer/Director Information

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>BUSINESS OR RESIDENCE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARLES THOMAS, JR.</td>
<td>PRESIDENT</td>
<td>34565 HEARTSWORTH LANE STERLING HEIGHTS MI 48312</td>
</tr>
<tr>
<td>RONDA JORDAN</td>
<td>SECRETARY</td>
<td>838 CASTELBAR ROCHESTER HILLS MI 48309</td>
</tr>
<tr>
<td>ELOIS THOMAS</td>
<td>TREASURER</td>
<td>34565 HEARTSWORTH LANE STERLING HEIGHTS MI 48312</td>
</tr>
<tr>
<td>TIMOTHY BALDWIN</td>
<td>DIRECTOR</td>
<td>3831 CASS ELIZABETH APT 202 WATERFORD MI 48328</td>
</tr>
<tr>
<td>CHARLES THOMAS, JR.</td>
<td>DIRECTOR</td>
<td>34565 HEARTSWORTH LANE STERLING HEIGHTS MI 48312</td>
</tr>
<tr>
<td>ELOIS THOMAS</td>
<td>DIRECTOR</td>
<td>34565 HEARTSWORTH LANE STERLING HEIGHTS MI 48312</td>
</tr>
</tbody>
</table>

Electronic Signature

Filed By: CHARLES THOMAS, JR
Title: PRESIDENT
Phone: 313-779-5190

I certify that this filing is submitted without fraudulent intent and that I am authorized by the business entity to make any changes reported herein.

Payment Information

Payment Amount: $20.00
Payment Date/Time: 08/11/2010 09:44:00
Reference Nbr: 71315 6600 70125J 2010
A company who believes in mentoring our youths “Results Mentoring”

It was a pleasure interviewing Mrs. E’Lois Thomas, Executive Vice President of Results Mentoring. She provided detailed information regarding their tutoring and mentoring program. The question and answers will give you insight about their company background, and the goals and aspirations they have for uplifting the spirits of children.

**When was Results Mentoring incorporated?**

Results Mentoring started in 1999 as a small sole proprietorship. In 2007, we applied for and received non-profit status as a Corporation.

**What inspired you to create Results Mentoring?**

In 1999, Mr. Thomas was coaching with the Detroit Police Athletic League. He noticed that his players were excelling on the field but not in the classroom. He began visiting their classrooms and saw grade point averages go from a 0.9 to a 3.1 within a few months. He was not only able to grow his team to a championship team in 2000 but he was able to garner honor students many of whom are currently in college! We wanted to help more students on an even larger scale hence we started Results Mentoring and as it grew; we knew that a non-profit status was its correct status to help people nationwide.

**What are your goals?**

Our goals are to change the mentality of young people who many people have written off. In a time in the City of Detroit, when schools are not doing well and crime is up...we want to show young people that there are other options. If you struggle with learning, it is our goal to teach you study skills and to teach you that you "can" learn it just may take you a little longer to get it.

**Who do you mentor?**

We mentor students in grades K - 12. We mentor K - 4 together and grades 5 - 12 together. We mentor young men and young women through our B.O.Y.S. program which stands for Building Opportunities Your Self and our G.I.R.L.S. 1st program which stands for Gifted, Intelligent, Responsible & Loving Self 1st!

**Who can apply for your tutoring program?**

We tutor in various ways. One way is as an approved Supplemental Services Provider in the States of Michigan and Arizona to provide services for Grades K - 12. SES tutors provide services as part of the No Child Left Behind Act. We service schools that do not make adequate yearly progress. We provide services in schools, in churches, in community centers and within our offices. We also provide private tutorial services to students that may not be in a school that qualifies for the federal funded tutorial services. Essentially anyone can apply for our program.

**What areas in Michigan will Results Mentoring cater to?**

As an SES Provider, we cater to Wayne, Macomb, Oakland, Genesee and Saginaw County. Over 70% of the students in our program are from Wayne County in Detroit, MI.
What are the requirements for being tutored/mentored with Results Mentoring?

The requirements for being tutored/mentored in our program are a willingness to learn. We provide free or low cost services to any child with a desire to learn. To qualify for the federal funded tutoring as part of the no child left behind act the requirements are a qualifying school and free or reduced lunch.

What are the qualifications to become a tutor?

Our preferred tutorial candidate is a Certified Teacher or a candidate with a Master Degree. We do allow college students with at least 24 hours to service our students as long as the 24 credit hours are in the subject matter that they are tutoring. For example, if a college student is studying to be a Math Teacher and they have 24 credit hours in math, they are able to tutor a student in grades K -5. This helps them complete their undergraduate requirements and it exposes our students to young, vibrant minds. Over 90% of our staff has a Master Degree or is a Certified Teacher.

What makes Results Mentoring stand out from other tutoring programs?

What makes us stand out is that we sat in the seats of the students we service. Mr. Thomas, our Founder and CEO, was a troubled student while in school so he has the passion and tenacity to share his story with other struggling young people and to help them excel. Likewise, I, as the Executive Vice President, graduated from Detroit Pershing High School and I want to see my city do well. We realize that giving back ourselves is a small part of RESULTS Mentoring...we make sure our staff also gives back with that same zeal. In addition, we stand out because although the state and federal funds may cover a certain number of hours for a student....we keep them far past those hours until they perform mastery on their goals. We stand out because as our name says we Reach Every Student Using Love Training & Support - that's RESULTS Mentoring!

What future projects do you have in store for Results Mentoring?

We are looking to advance 1 - 2 states per year with Ohio and Texas as our upcoming goals. In addition, we are trying to start a summer program in the heart of Detroit, MI to provide tutorial, mentoring and athletic training to young people at low to no cost to the parents. We are also reviewing the requirement of starting a GED Preparation course because we find that many of the parents of our students could use our tutorial services as well. We want to help them so that they can continue to help their child.

If you are interested in contacting Results Mentoring, they can be reached via the contact information listed below.

Results Mentoring

Main Michigan Office

18141 E. Nine Mile

Eastpointe, MI 48021

586-944-2328

www.resultsmentoring.org