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

**Electronic Application Process**

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

MDE-SSOS@michigan.gov

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

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

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

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

**Contact Information**

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

Telephone: (517) 373-8480 or (517) 335-4733
Email: MDE-SSOS@michigan.gov
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
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

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

The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Saginaw Intermediate School District</td>
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3. Name of Entity as you would like it to appear on the Approved List

Michigan Educational Effectiveness Collaborative

4. Entity Type:

- [ ] For-profit
- [x] Non-profit
- [ ] Business
- [ ] Community-Based Organization
- [ ] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other (specify): ____

5. Check the category that best describes your entity:

6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>Rod Rock</td>
<td>989.399.7461</td>
<td>989.399.7475</td>
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<th>Street Address</th>
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<tr>
<td>3860 Fashion Sq. Blvd.</td>
<td>Saginaw</td>
<td>MI</td>
<td>48603</td>
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<td><a href="mailto:rockr@sisd.cc">rockr@sisd.cc</a></td>
<td><a href="http://sisd.cc/education/components/scrapbook/default.php?sectionid=1">http://sisd.cc/education/components/scrapbook/default.php?sectionid=1</a></td>
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7. Local Contact Information (if different than information listed above)

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<tr>
<th>Name of Contact</th>
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8. Service Area

List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.

- [x] Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
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</thead>
</table>
### 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
- [x] 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.
A team of local, regional, state, national, and international educational entities, known as the Michigan Educational Effectiveness Collaborative (MEEC), will work together with low performing schools to create content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student data and to increase internal capacity through job-embedded professional development at the leadership, teacher, and support levels. The MEEC partners, each of which has a proven record of decreasing drop-out rates, closing achievement gaps, and improving student achievement in economically disadvantaged schools, will establish comprehensive feedback systems that enhance teacher and administrator effectiveness leading to increased student achievement. Teacher and principal effectiveness will be determined through an observation and evaluation system that is rigorous, transparent, and fair. MEEC will differentiate performance using multiple rating categories and multiple measures of effectiveness, including data on student growth. Principals, teachers, and support staff will work collaboratively in the development of this system with union representatives, school administrators, central office personnel, and boards of education.

The primary MEEC partners include the Saginaw Intermediate School District (SISD), the Mason-Lake Oceana Intermediate School District (MLOISD), the Traverse City Area Public Schools (TCAPS), the Bay-Arenac Intermediate School District, the Midland County Educational Service Agency (MCESA), The National Staff Development Council (NSDC), the Michigan Association of Intermediate School Administrators (MAISA), and Saginaw Valley State University. Additional partners include the Michigan Association of Supervision and Curriculum Development (MASCD), the Michigan Staff Development Council (MSDC), the Michigan Association of School Boards (MASB), the Michigan Assessment Consortium (MAC), and Michigan’s Regional Data Initiative (RDI). Collaborators include Michael Fullan Enterprises (systemic improvement, capacity building, and proven practices), Dr. Ron Ritchhart of Project Zero at the Harvard Graduate School of Education (deep, personal student learning), Dr. Rick Wood and Mrs. Helen Burz (standards-based teaching, learning, and assessing), the Academy for Transforming America (virtual schools), Dr. Anthony Muhammad (shared, proven practices; school culture; learning teams; urban schools), and Dr. Wendy Tackett (program evaluation).

MEEC will develop and implement with participating schools the Reflective Cycle (RC), elements of which include:

1) Deep, personal student learning; 2) a focus on the instructional core (City, Elmore, Fiarman, & Teitel, 2009) through standards-based teaching and learning; 3) shared theories of action (City, et al.) at the school level; 4) shared development of assessment literacy; 5) teams of teachers and administrators engaged in real-time, data-based analysis of students’ learning; 6) individual professional growth plans for teachers and administrators; 7) daily, job-embedded, high-quality professional learning for all teachers, support personnel, and leaders focused on shared, proven practices; 8) formal, performance evaluations; 9) implementation by school boards of policies supporting the RC; 10) district, school, and classroom capacity (Fullan, 2009); 11) frequent, specific, and timely feedback loops, including personal-professional reflection, peer reflection, team reflection, and Instructional Rounds (City, et al.); and 11) a comprehensive evaluation process.
The Saginaw Intermediate School District (SISD) is the lead collaborator for this
initiative. SISD is the recipient of a State of Michigan Project Re-Imagine Grant;
etitled Pre-Cradle to Career: A Sustainable System of Education. This initiative
serves as the basis for the Reflective Cycle.

The hypothesis of the Reflective Cycle is that clear, objective, and timely feedback
on shared, proven practices in a culture where individual problems of practice
represent public problem-solving opportunities builds and sustains educators’
capacity to continuously improve and dramatically increase student achievement.

The goals of the Reflective Cycle include: 1) implementation of content and delivery
systems that dramatically improve student achievement; 2) increased student
achievement through job-embedded professional learning at the leader, teacher,
and support levels; and 3) increased capacity at the school and classroom levels to
continuously improve leading, teaching, and learning. (MEEC will establish specific
growth goals with each participating school).

Outcomes of the Reflective Cycle include: 1) MEEC will fully implement (100% of a)
RC elements, b) all classrooms, and c) all schools; 2) MEEC will meet its goals in
100% of schools. Dr. Wendy Tackett of iEval (http://www.ieval.net/) will conduct
quantitative and qualitative evaluations of implementation, achievement, and
capacity through the entire RC process.

Strategy for Deep Implementation of the Reflective Cycle: A representative of each
MEEC partner, collaborator, and the evaluator will form the official leadership team.
Dr. Rod Rock will serve as the project director. The Leadership Team, working
closely with teachers, instructional leaders, support personnel, union officials, and
boards of education, will screen, interview, and hire a school-level coordinator who
will be in the school at least two full days each week. School-level coordinators will
work with schools to screen, interview, and hire content-area coaches who will
engage in job-embedded training with teachers, support personnel, and leaders at
the school level, model proven practices, review data with teams of educators, and
assist educators in the implementation of the Reflective Cycle. The school-level
coordinator and project director will report progress to the leadership team on a
weekly basis. The evaluator will report progress to the MEEC leadership team and
participating schools on a monthly basis. The project director will visit each
participating school at least two times per month and provide monthly updates to
local boards of education.

Implementing the Elements of the Reflective Cycle:

Deep, Personal Learning: In order to alter existing learning trends, the central focus
of MEEC is deep, personal learning for each student. Our expectation is that
students will leave our schools having developed Intellectual Character (Ritchhart,
2002), or the dispositions of (i.e., the skill and ability to, recognition of opportunity
to, and the inclination and motivation to put into practice) open-mindedness,
creativity, skepticism, curiosity, metacognition, strategic thinking, and perspective
taking/understanding. Additionally, students will gain content knowledge and
achieve at levels that allow them to pursue their passions without barriers. Teachers
in participating schools will use a variety of thinking routines (Visible Thinking,
2010) to make students’ thinking visible. Dr. Ron Ritchhart of Harvard University’s
Project Zero will provide training toward this end. Educators, coordinators, and
coaches in participating schools will work to develop cultures of thinking, paying
careful attention to time, expectations, routines and structures, language,
opportunities, modeling, attitudes, interactions and relationships, and the physical
environment for thinking (Ritchhart, 2002). Dr. Rick Wood and Helen Burz will engage teachers in the development of standards-based units and standards-based grading practices (Marzano, 2001; 2006).

The Instructional Core (City, Elmore, Fiarman, & Teitel, 2009) with a Focus on Standards-Based Teaching and Learning (Marzano, 2001; 2006): Through structured feedback loops between and among instructional leaders and teachers and the linking of professional learning to student achievement, the Reflective Cycle will focus educators on the instructional core: students (engagement and tasks), content (the Common Core Curriculum), and teaching (pedagogical skill). Rick Wood and Helen Burz will engage subject-area and grade-level teams in the development of standards-based units of instruction. Michael Fullan Enterprises will work with teachers on shared, proven practices. SISD, TCAPS, SVSU, MLOISD, BAISD, MCESA, Dr. Rick Wood and Helen Burz, Michael Fullan Enterprises, and an expert in Instructional Rounds will provide guidance here, in a hybrid format (e.g., Webinars, in-person trainings, and learning teams), allowing teachers to remain in their classrooms.

A Shared Theory of Action (City, et al.): Educators from each participating school will collectively develop a shared theory of action, which will help them focus on the instructional core; deep, personal student learning; and the use of shared, proven practices. SISD, MASCD, MSDC, NSDC, SVSU, MLOISD, MCESA, BAISD, and TCAPS will provide guidance and training at the school level.

Assessment Literacy: Educators from each participating school will collectively engage in assessment literacy, developing the capacity to understand and utilize formative, benchmark, and summative assessments across grade levels and subject areas. MEEC will produce and distribute a request for proposals to on-line assessment companies. MEEC will work with teachers, schools, and curriculum directors to select an assessment system that interfaces seamlessly with existing data warehouse tools; links to the Common Core Curriculum; and allows teachers to understand, develop, score, and analyze assessments in a real-time fashion. Subject-area and grade-level educators in each participating school will meet weekly in learning teams to develop assessment literacy with a particular focus on formative assessments. MAC in collaboration with Michael Fullan Enterprises, Dr. Rick Wood and Helen Burz, and SVSU will coordinate job-embedded assessment literacy training in participating schools. The Regional Data Initiative (data warehouses) will assist in expanding teachers’ access to assessment data.

Educators Reflecting on Data (learning teams): In participating schools, each educator will meet with grade-level or subject-area colleagues (six to eight member teams) on a weekly basis. With the assessments developed in the assessment literacy process, and utilizing an assessment system along with the existing data warehouse systems, these teams of teachers will collectively seek to improve each student’s learning. Specifically, teams of educators will address these questions: What level do we want all students to achieve? 2) What do these data reveal about our students’ thinking? 3) What are these data telling us? What problems or challenges do they reveal? 4) What can we do about what these data reveal? How deeply embedded are shared, proven practices? Where are the gaps in educators’ understandings? What research should we consult? What can we learn from one another? 5) What are these data telling us about the effectiveness of our instruction, assessment, and feedback? How do these data relate to the instructional core? SISD, MLOISD, TCAPS, BAISD, MCESA, MSDC, MASCD, NSDC, Michael Fullan Enterprises, Dr. Anthony Muhammad, Dr. Rick Wood and Helen Burz, and SVSU will
work to create high functioning teams in each school.
Individual Professional Growth Plans: 1) Educators will use a data warehouse, state test scores, and trends in grading and learning to determine average student growth over a three year period. 2) Educators will examine these data to determine persistent gaps in students’ learning and potential areas of growth for educators. 3) Each educator will write specific growth goals for the year, targeted professional learning for attaining these goals, data supporting the needs for these goals, and processes for measuring growth. 4) Educators will share their goals with colleagues in an open forum, looking for commonalities. 5) Educators will gather into study teams by goal or growth area and work together for the school year, semester, or quarter. MASCD, SVSU, Michael Fullan Enterprises, NSDC, MSDC, SISD, MLOISD, TCAPS, BAISD, MCESA, and Dr. Anthony Muhammad will provide guidance and leadership.

Performance Evaluation: Based upon state and federal regulations for annual performance evaluation, the MEEC will develop with teachers, teachers’ unions, school boards, and instructional leaders, an evaluation system with the following elements: 1) A shared definition of effective teaching and leading. 2) A definition of significant student growth, differentiated according to educator effectiveness, core and non-core courses, and alternative, center-based, and other types of schools. 3) The utilization of additional information from MDE and its Race to the Top Application in further developing this performance evaluation process. MEEC will initiate a formal bidding process to identify a formal, Web-based, performance evaluation system that increases the efficiency of conducting evaluations and provides concrete measures of effectiveness, including rubrics, data, and student growth measures. Instructional leaders will participate in training to further develop their evaluation skills. Instructional leaders will participate in Instructional Rounds wherein they will further develop their knowledge of the effective instruction. SISD, TCAPS, MLOISD, SVSU, BAISD, MCESA, MSDC, MASCD, NSDC, and MASB will provide guidance and training toward a rigorous, fair, and transparent performance evaluation system.

Policy Supporting the Reflective Cycle: Members of MEEC will work closely with the MASB to write clear and effective policies around the RC. Members of MEEC will communicate the policy to superintendents, teachers’ unions, and school boards, including research behind the effectiveness of the RC. Members of MEEC will work directly with superintendents and school boards to add the policy to existing polity manuals. MASB, Michael Fullan Enterprises, SISD, BAISD, MCESA, MLOISD, and TCAPS will provide guidance and training.

Capacity for Continuous Improvement: Collectively, the Reflective Cycle is an iterative process that continuously builds capacity for improvement. All members of MEEC will work together to implement the elements of the RC. Over time, engagement in the RC will lead to increased capacity. Michael Fullan Enterprises and all MEEC members will provide guidance and training.
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.
In implementing the Reflective Cycle (RC), the MEEC will use as a foundation existing research and evidence from the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/publications/practiceguides/). The elements of the RC and research behind them follow.

Deep, Personal Student Learning: Deeply engaging students’ minds, particularly in high needs schools, is an effective means of improving achievement, as demonstrated by Newmann, Bryk, & Nagaoka (2001):

Assignments calling for more authentic intellectual work actually improve student scores on conventional tests.... [Further], if teachers, administrators, policymakers, and the public at-large place more emphasis on authentic intellectual work in classrooms, yearly gains on standardized tests in Chicago could surpass national norms. (p. 2)

The Instructional Core through Standards-Based Teaching and Learning: The principles of the instructional core include: 1) increases in student learning occur as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement; 2) if you change any single element of the instructional core, you have to change the other two; 3) if you can’t see it in the core, it’s not there; 4) task predicts performance; 5) the real accountability system is in the tasks that students are asked to do. With this focus, schools in Connecticut, Massachusetts, and Ohio have significantly improved achievement (City, et al., 2009).

A Shared Theory of Action: In schools, the theory of action “provides a through-line to the instructional core—what are the vital activities that need to happen to improve teaching and learning?” (City, et al., 2009, p. 45, italics in original). Evidence gathered around the theory of action proves its validity. Collectively, the members of the school community continuously test, reflect upon, and revise the theory of action—it is a living document. This is a vital element of the Reflective Cycle, helping schools focus on the instructional core.

Assessment Literacy: It is essential that educators possess the capacity to sophisticatedly, sensitively, and continuously measure students’ learning. The research indicates that increasing achievement, especially with high needs students, depends on assessment literacy, or:

1) Providing effective feedback to students, 2) The active involvement of students in their own learning, 3) Adjusting teaching to take account of the results of assessment, 4) A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning, 5) The need for students to be able to assess themselves and understand how to improve. (Black & William, 1998)

James Popham (2003) states:

Just about everyone realizes that if a teacher does a great instructional job, that teacher’s students will usually perform better on tests. It’s the other side of the equation that’s less often understood, namely that how a teacher tests—the way a teacher designs tests and applies test data—can profoundly affect how well that teacher teaches.

Educators Reflecting on Data: The What Works Clearinghouse states:

Teachers should adopt a systematic process for using data in order to bring
evidence to bear on their instructional decisions and improve their ability to meet students’ learning needs. The process of using data to improve instruction can be understood as cyclical. The cycle process includes 1) collecting data, 2) interpreting data and making hypotheses about how to improve, and 3) modifying instruction to test these hypotheses.


When utilized in teams, “ongoing conversations around data are important ways to both increase capacity and carry out school improvement” Boudett, City, & Murnane, 2005, p. 120).

Individual Professional Growth Plans: “Research shows that each dollar spent on recruiting high-quality teachers and deepening their knowledge and skill nets greater gains in student learning than any other use of an educational dollar” (Hammond, 1997, p. 1). “More and more districts are requiring teachers to develop individual learning plans. Such individual plans are crucial cogs in a system of staff development that links individual learning with school goals” (http://www.nsdc.org/news/tools/tools2-02rich.cfm). Adult learning theory (Knowles, 1973) suggests that 1) adults learn best when self-directed, 2) they use past experiences to understand new information, 3) information is important to them, and 4) when they can immediately apply new information to their circumstances.
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).

Job-Embedded Professional Learning for all teacher, support personnel, and instructional leaders, with a focus on shared, proven practices, is a fundamental component of the Reflective Cycle. NSDC defines professional development as: “A comprehensive, sustained, and intensive approach to improving teachers’ and principals' effectiveness in raising student achievement.” NSDC further states that: Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that: 1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals; 2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders; 3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement. (http://www.nsdc.org/standfor/definition.cfm).

Based upon NSDC’s definition of professional development and correlated standards (http://www.nsdc.org/standards/), schools engaged in the Reflective Cycle will provide a variety of professional learning options for educators, depending upon professional growth plans, school improvement plans, comprehensive needs assessments, team goals, and students' needs. Learning formats will include online, virtual, workshops, and study groups. Most often, this learning will occur during the school day, with extended learning options in a 24-hour format (e.g., Web-based options). This learning will involve teams of educators transforming their problems of practice into public problem-solving opportunities, focused on shared, proven practices, ultimately shaping educators’ capacity to continuously improve through clear, objective, and timely feedback directly related to their students’ learning.

The Michigan Educator Effectiveness Collaborative will work closely with collaborators, coaches, and participating schools to focus upon and implement shared, proven practices. Marzano’s Nine (2001), strategies from the Art and Science of Teaching (Marzan, 2007), and other research-based practices will serve as foundational pieces. Personalization and precision (Fullan, Hill, & Crevola, 2006), consistency and coherence (Fullan, 2008), and depth of understanding (Blythe, 1998) will serve as the cornerstones of job-embedded professional learning.

Within the Reflective Cycle, a primary form of job-embedded professional learning is feedback. Here, individual educators’—including principals, teachers, and support personnel—problems of practice (City, et al., 2009) become public problem-solving opportunities, shaping educators' capacity to continuously improve. Structurally, the RC includes various forms of feedback, including: personal-professional reflection, peer reflection, and learning teams. The final elements is Instructional Rounds, where networks of educators collectively visit schools and classrooms to: 1) In small teams, observe a problem of practice. 2) Document what is observed in a non-judgmental way. 3) Meet with team members to share elements of observations. 4) Document for trends in observations. 5) Predict what students can do if they engage in learning in the observed ways. 6) Recommend “next levels of work” for the school that was visited (p. 123). 7) Reflect on the process individually and in teams as to how the learning of the instructional rounds will apply to
teaching, learning, and leading to those who visited the school. (City, et al., 2009)
In these feedback loops, educators make their practices visible and improve upon
them, creating a culture in which continuous improvement is the norm, where
challenges represent opportunities to continuously improve teaching and leading.
This willingness to not know means it is safe to take risks. Students undoubtedly
notice this in teachers and likewise take risks in their own learning. This is a culture
of thinking and learning. This is the Reflective Cycle.
The combination of job-embedded professional learning; a focus on shared, proven
practices, and various forms of feedback constitute the elements of a continuous
system of improvement. These systems, with research and practice of MEEC
members as a backbone, will quickly demonstrate improved student learning.
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 I (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Members of the Michigan Educator Effectiveness Collaborative have worked extensively with the School Improvement Framework. The Saginaw Intermediate School District, The Bay-Arenac Intermediate School District, the Midland Education Service Agency, Saginaw Valley State University, the Mason Lake Oceana ISD, the Traverse City Area Public Schools, Michigan ASCD, MSDC, MASB, and MAISA have assisted schools through the most recent round of school improvement planning, including the Comprehensive Needs Assessment, AdvancED, the District Process Profile, EdYES, and the LEA Planning Cycle. Specifically, these agencies have used MDE guidelines to create one common voice-one plan across each improvement process.

In close collaboration with field services representatives from MDE, these agencies have assisted schools in completion of Title I consolidated applications, making sure to align goals with the school improvement framework, focusing on areas of need evidenced in the MEAP and MME assessments. These processes include the careful analysis of GLCEs, HSCEs, and the MMC through data warehouse systems and the Michigan Curriculum Framework. As schools examined data, particular attention was paid to 504 plans, along with all subgroups within each school, working to ensure that each student achieves at a high level, so that schools can make AYP.

The members of the Michigan Educator Effectiveness Collaborative have worked extensively with state, federal, and local grants. In these efforts, the grant years provided opportunities to build capacity for continuous improvement within schools. Michael Fullan (2008) states that, "individuals and groups are high in capacity if they possess and continue to develop knowledge and skills, if they attract and use resources (time, ideas, expertise, money) wisely, and if they are committed to putting in the energy to get important things done collectively and continuously" (p. 57). This is precisely the type of capacity that the MEEC seeks to engender in participating schools. Regardless of the "size and prettiness of planning documents" (Fullan, 2007, p. 41) established by low performing schools, it is the capacity within the schools that will ultimately allow them to improve and sustain improvement.
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)
In the three years of the School Improvement Grant, MEEC will work within low performing schools to deeply embed all elements of the Reflective Cycle, along with guidance, coaching, analysis of data, and program evaluation. After the grant years, the schools will continue to utilize the structures, strategies, and practices developed within the Reflective Cycle. Hence, they will possess the capacity to carry on with the work.

The MEEC believes strongly that a the development of the Reflective Cycle (e.g., deep, personal student learning; a focus on the instructional core (City, Elmore, Fiarman, & Teitel, 2009) through standards-based teaching and learning; shared theories of action (City, et al.) at the school level; shared development of assessment literacy; teams of teachers and administrators engaged in real-time, data-based analysis of students’ learning; individual professional growth plans for teachers, support personnel, and administrators; daily, job-embedded, high-quality professional learning for all teachers, support personnel, and leaders focused on shared, proven practices; formal, performance evaluations; implementation by school boards of policies supporting the Reflective Cycle; and frequent, specific, and timely feedback loops, including personal-professional reflection, peer reflection, team reflection, and Instructional Rounds (City, et al.) will develop capacity, as defined by Fullan (2008) at the district, school, and classroom levels, for continuous improvement. This capacity will sustain the Reflective Cycle beyond the grant years.
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)

Dr. Rod Rock is the project director. Dr. Rock has successfully written grants and managed budgets. Dr. Rock has training in educational leadership, Cultures of Thinking, Instructional Rounds, and the process of change. Dr. Rock is the President of the MSDC, and serves on the MASCD board of directors.

Dr. Jayne Mohr is the associate superintendent of the Travers City Area Public Schools. Dr. Mohr has instituted several reforms in TCAPs, partnered with Harvard University and Yale University on large grant projects, and served as a champion of student learning.

Linda Steigenga is the Director of Instructional Services at the MLOISD. She has integrated across LEAs high school graduation requirements, created a general education team, mentored superintendents and principals, managed a budget of more than $3,000,000, and integrated general education and special education services.

Dr. Kathy Dewsbury-White is the director of curriculum development with the Ingham Intermediate School District. Dr. White coordinates and provides support for local districts in the areas of curriculum, instruction, assessment and professional development.

Deborah Dunbar is the Director of Instructional Services at Bay-Arenac Intermediate School District. Deb provides leadership for local districts in the areas of school improvement, curriculum, instruction, assessment, data services and professional development.

Sherry Lambertson has experience as a middle school and elementary principal, teacher, and college faculty member. She is the leader of the Academy for Transforming America, which serves as a virtual charter school for low achieving middle school students. White Pine Middle School, where Ms. Lambertson has served as the eighth-grade principal, is a National School to Watch.

Dr. Anthony Muhaamad is an author, former principal of the year, past teacher of the year, and an internationally known school reform expert. Dr. Muhammad served as the middle school principal at Levy Middle School in Southfield. During his time there, Levy went from one of the lowest performing schools in Michigan to a National Blue Ribbon school. He travels internationally with the Solution Tree group sharing his ideas from his most recent book, Transforming School Culture: How to End Staff Division.

Dr. Rick Wood is a school improvement consultant working with schools in Michigan, Missouri, Indiana, and Arkansas. Dr. Wood’s expertise is in the area of standards-based teaching, learning, and assessing. Dr. Wood has worked closely with low performing schools as a coach and consultant.


Dr. Wendy Tackett is the project evaluator. Dr. Tackett has a Ph.D. in evaluation, measurement, and research design, has worked with educational organizations for the past 15 years, and is an approved evaluator through the What Works Clearinghouse. Dr. Tackett is skilled in both quantitative and qualitative data collection and analysis methods, focusing heavily on the use of evaluation findings.
ROD ROCK, Ed.D.
2382 Unionville Rd.
Sebewaing, MI 48759
989.233.1694
rockr@sisd.cc

EDUCATION

Educational Leadership Program
Dissertation: Teacher and Faculty Socialization through Learning Communities: New Members’ Perspectives.
This project received CMU’s 2006 Dissertation Support Award.
This project received CMU’s 2006 Dissertation of the Year Award.
Advisor: Pamela L. Eddy, Ph.D.

M.A. Central Michigan University, Mount Pleasant, MI, August 1998.
Educational Administration, Elementary Education
Advisor: David Whale, Ed.D.

B.A. Aquinas College, Grand Rapids, MI, August 1993.
Major: Elementary Education, Minor: Reading

RESEARCH AND TEACHING INTERESTS

Teacher Induction and Preparation; Leadership Theory; Organizational Behavior;
Organizational Culture; Learning Communities; Social Constructivist Theory;
Organizational Change; Chaos Theory; Systems Thinking; Dialogue; Process Communication;
Faculty Socialization and Development; Staff Development; The Principalship; Teacher Education;
Qualitative Research in Education; Brain Based Teaching and Learning; Curriculum; Teaching and Learning;
Communities of Practice;
Cultures of Thinking; and Student Development Theory.

ADMINISTRATIVE EXPERIENCE

Director of Instructional Services, Saginaw Intermediate School District, Saginaw, MI, 2006 to present
• Responsible for coordinating curriculum and assessment development, distribution, and analysis; school improvement; high-priority-schools oversight; staff development; principal and superintendent initiatives; High Priority Schools; and grants in Saginaw County, including 13 public school districts and 35,000 students. Presently working on the facilitation of a $250,000 grant with Harvard University, local teachers and administrators, Delta College, Saginaw Valley State University, business partners, and Dow Corning Foundation focusing on fostering cultures of thinking within each school and classroom. Other initiatives include the Partnership for Literate Learning with Michael Fullan, High Schools that Work/Making Middle Grades Work, Standards-Based Teaching and Learning, a data warehouse initiative, and Project Re-Imagine (Pre-Cradle to Career: A Sustainable System of Education).
Elementary School Principal, Unionville-Sebewaing Area Elementary School, Unionville, MI, 1999-2006
• Responsible for administration of a kindergarten through fourth grade elementary school. Administrative duties included: staff development; teacher evaluation; student/staff discipline; curriculum development; curriculum mapping; policy development; school board communication; parental involvement; scheduling; school improvement; NCA Accreditation; early childhood programs; Title I; and Special Education. In addition, I facilitated the passage of a $12,000,000 community bond issue; oversaw the construction of a 60,000 square foot elementary school, which subsequently received an Education Design Showcase Award; designed and implemented instructional technology; and facilitated the introduction of community day-care/preschool programming.

TEACHING EXPERIENCE

Saginaw Valley State University, Saginaw, MI, 2007-2008
EDL 600, Teaching for Understanding, Winter 2008
EDL 601, Professional Learning Communities, Winter 2008
EDL 555, Research and Evaluation, Winter 2007
EDL 552, Curriculum Development, Summer 2008

Central Michigan University, Mount Pleasant, MI, 2006-present
EDL 773, Instructional Supervision, Fall 2009
EAD 660, Principles of Educational Administration, Fall 2008.
EAD 600, Research Methods, Winter 2008.
EAD 690, Elementary School Curriculum, Fall 2006, Fall 2007.

Grand Canyon University, Graduate School of Education, Phoenix, AZ, 2005-2006
EDA 531, Survey of Organizational Theory, Spring 2005, Fall 2006.
EDA 570, Action Research in Educational Administration, Summer 2006.
EDA 533, Public School Finance, Summer 2005.
EDA 540, The Principalship, Fall 2005

Unionville-Sebewaing Area Schools, Unionville, MI, 1993-1999
• Taught kindergarten – twelfth grade At-Risk/Title I reading classes, middle school social studies, and elementary school physical education classes; served as the district’s NCA Accreditation chairperson; as a member of the: district leadership team, text book selection committee, principal and superintendent interview committees, athletic handbook committee, Title I committee, several curriculum committees, and marketing committee; coached junior high through varsity basketball, assisted with summer basketball camps for youth, coached youth teams, and assisted with track meets.

ACCOMPLISHMENTS, GRANTS, AND AWARDS

$100,000, Early Childhood Investment Corporation/Kellog Foundation Re-Imagine Grant
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
This one-year grant allows Saginaw County’s Re-Imagine partners to explore a universal Kindergarten screening instrument, a census-tracking instrument, and the development of the Great Start Parent University.

$25,000, Middle College Planning Grant, Michigan Department of Education
• In collaboration with Saginaw Valley State University, Delta College, Davenport College, the Saginaw Business Education Partnership, the School Districts of Saginaw County, Dow Corning Corporation, Dow Chemical Corporation, and Hemlock Semi-Conductor, this grant will allow for the planning and development of a STEM focused middle college. Ten junior and senior students from Saginaw County’s 16 high schools will attend two years of STEM training, graduating with an Associates Degree. Content delivery will take the form of virtual and in-person learning. Students will develop the knowledge to move directly into STEM related jobs, representing the future of Saginaw County.

Project Re-Imagine Demonstration Site, Michigan Department of Education, 2009
• In collaboration with 34 government, non-profit, community, educational, and national organizations, the Saginaw Intermediate School district developed the Pre-Cradle to Career: Continuous System of Education initiative. Elements of this comprehensive, cross-collaborative endeavor include a data system, the establishment of a Harlem Children’s Zone in Saginaw County, universal instructional practices, shared services/consolidation of services across 13 school districts, early access to college and career for high school students, and a long-term commitment to educating today’s learners for tomorrow’s world. Saginaw County is one of 14 recipients of this prestigious award.

$50,000, 21st Century Learning Environment Grant, Michigan Department of Education, 2009
• In this grant, three school districts and the Saginaw Intermediate School District will purchase laptops for at-risk students, train teachers in Universal Design for Learning, and engage at-risk students in individualized learning through Compass Software.

$497,000, Regional Data Warehouse Initiatives Grant, Michigan Department of Education, 2009
• In cooperation with the Bay-Arenac Intermediate District and the Iosco Regional Educational Service Agency, this grant gives more than 5,000 teachers access to real-time data on students’ learning.

$210,000, Title I Accountability Grant, Michigan Association of Intermediate School Administrators, 2009
• In this grant, the Saginaw Intermediate School District expanded training opportunities in the Cultures of Thinking Collaborative, commenced the Partnership for Literate Learning with Michael Fullan, expanded Standards-Based Teaching and Learning, and implemented a data warehouse system with three High Priority Schools.

$42,000, Tri-County Cultures of Thinking Collaborative, 2009
• In this grant, the Saginaw Intermediate School District offered coaching services and expanded training opportunities to schools involved in the Cultures of Thinking Collaborative.
$225,000, Tri-County Cultures of Thinking Collaborative, 2007
• In this five-year project research and development project, educators across the Tri-County Region, preschool through graduate school, under the leadership of Harvard University researcher, Dr. Ron Ritchhart, work in teams to create classroom and school cultures of thinking.

$25,000, Tri-County Cultures of Thinking Collaborative, 2008
• This funding will support evaluation and research of the Cultures of Thinking Collaborative.

Central Michigan University’s Dissertation of the Year Award, 2006
• Each year, Central Michigan’s College of Graduate Studies selects up to 10 dissertations for recognition of outstanding scholarship. My dissertation was the first from the Educational Leadership Department to receive this distinction from the University.

Central Michigan University’s Doctoral Level Research Award, 2006 Finalist
• Each year, a committee of faculty members from Central Michigan University’s College of Graduate Studies awards two Doctoral Level Research Awards to deserving students. My dissertation study warranted consideration and was selected as a finalist for this distinguished award.

$1,400 April 2006: Dissertation Support Award: Teacher and Faculty Socialization through Learning Communities: New Members’ Perspectives
• This dissertation project utilized phenomenological methods through a social constructivist framework to analyze the processes through which early-career teachers and faculty members became socialized into unfamiliar school and academic environments through their participation in learning communities. I was the first doctoral student from Central Michigan University’s Department of Educational Leadership program to achieve this award.

$350 April 2006: Graduate Student Publication and Presentation Grant: Professional Learning Communities: Relating Training and Trust to Implementation.
• I presented this paper at Harvard University’s 2006 Student Research Conference and International Forum, Cambridge, MA, Friday, February 24, 2006.

$250 December 2004: Graduate Student Publication and Presentation Grant: Re-Contextualizing Pre-Collegiate and Postsecondary Education through Learning Communities.
• This scholarly paper argued against the efficacy of current policy trends toward increased testing for students and amplified accountability for educators. Rather, sustainable, altruistic improvements require educational leaders to create contexts in which teachers or faculty members can identify tacit assumption, behaviors, and beliefs that inhibit learning for many students. I presented this paper at the 29th Annual Association for the Study of Higher Education Conference in Kansas City, Missouri on Friday, November 5, 2004. The paper was submitted through a peer review process with an acceptance rate of less than 30%.

$580 November 2004: Vending Funds Award: Re-Contextualizing Pre-Collegiate and Postsecondary Education through Learning Communities.
• I presented this paper at the 29th Annual Association for the Study of Higher Education Conference in Kansas City, Missouri on Friday, November 5, 2004.

$500 April 2004: Student Research and Creative Endeavors Grant: Professional Learning Communities: How Trust and Training Impacts Implementation. Principal Investigator.
• This study addressed this central research question: Why do schools, whose principals have an equal amount of Professional Learning Communities training, vary in their level of implementation of the PLC model? The source of datacollection was a survey of 26 principals and 260 teachers from public schools in the Thumb of Michigan. This study, utilizing a quantitative, correlational design, demonstrated that the amount of perceived trust between teachers is seven times as important as the amount of perceived trust in the principal when initiating a Professional Learning Community.

• As the principal investigator, I presented the findings from this study at the Fourth Annual Graduate Student Conference at Miami University in Oxford, Ohio.

PUBLICATIONS


CONFERENCE PRESENTATIONS


Annual Conference in Detroit, MI, March 15 through 17, 2008.


Invited Presentations


PROFESSIONAL ORGANIZATIONS AND SERVICE

   Central Michigan University, Dissertation Committee Member 2008
      • Joanne Hooper, Exploring the cultural impact of implementing a system of interventions in a professional learning community.
      • Lisa Meyers, An Examination of Leadership behaviors of Lutheran High School Principals that Impact Implementation of Professional Learning Communities.

American Educational Research Association 2006-present
   • Reviewed papers for the 2007 and 2009 AERA Meeting

Michigan Association of Intermediate School Administrators, 2006-present
   • Member of the Instructional Leadership Committee

Association for the Supervision of Curriculum Development 2006-present
   • Leader to Leader Committee Member

Michigan Association for the Supervision of Curriculum Devel. 2007-present
   • Advocacy Committee Chairperson

Higher Education Research and Development Society of Australia 2005-present
   • Reviewed papers for the 2005 and 2006 HERDSA Conferences

Committee on Excellence in College Teaching 2004-2005
   • Central Michigan University

Association for the Study of Higher Education 2004-2005
   • Reviewed papers for the 2004 ASHE Conference
National Staff Development Council 1999-present

Michigan Staff Development Council 2005-present
  • President Elect
  • Newsletter Editor
  • Communications Committee Chairperson

Thumb Area Association of Program Specialists 1999-2006
  • Secretary, 2002-2003

Michigan Elementary and Middle School Principals’ Association 1999-2006

COMMUNITY SERVICE

Project Re-Imagine Committee 2009-2010

Saginaw Business and Education Partnership 2006-2008
  Saginaw Children’s Museum Planning Committee 2006
  Salvation Army, volunteer 2003
  Unionville-Sebewaing Area Youth Basketball, volunteer 1993-1997
  Trinity United Methodist Church, Staff Parish Chairperson 2004-present
  Thumb Area Caring and Sharing, volunteer 1998-present

REFERENCES

John Walker, Ph.D., Superintendent Pamela Eddy, Ph.D., Professor
Unionville-Sebewaing Area Schools School of Education
2303 Wildner Rd. William and Mary University
Sebewaing, MI 48759 P.O. Box 8795
989-883-2534 Williamsburg, VA 23187-8759
walkerj@fs1.usa.k12.mi.us 757-221-2349
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Michael Gilbert, Ed.D., Chairperson Richard Syrek, Ed.D., Superintendent
Department of Educational Leadership Saginaw Intermediate School District
Central Michigan University
EHS 334 Saginaw, MI 48638
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Linda D. Steigenga lindas@mlisd.k12.mi.us
1478 N. Donna Drive, Ludington, Michigan 49431 (231) 757-4934 ext. 121 (w)
(231) 690-2066 (c)
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 31
(231) 845-6197 (h)
EDUCATION
Master of Education, Saginaw Valley State University, Saginaw, MI, 1994
Bachelor of Arts, Aquinas College, Grand Rapids, MI, 1974

PROFESSIONAL EXPERIENCE
Director of Instructional Services 2006 – present
Mason-Lake Intermediate School District — Ludington, MI
Provide leadership to the general education and the career and technical education departments.
Work collaboratively with all directors and the superintendent on leadership directions
and implementation for Mason-Lake and Oceana Intermediate School Districts.
Accomplishments
• Integrate new high school graduation requirements working in collaboration with the
general education and career and technical education teams. As a result, students will
be able to receive credit in core content areas for CTE classes.
• Create the MLISD/OISD general education team resulting in the complete collaboration
of all general education services to all teachers in three counties.
• Mentor superintendents, principals and teachers in all aspects of effective schools.
• Manage funds for the Building Trades house, General Education, and Career and Technical Education budgets totalling over $3.7 million annually.
• Work with the General Education and Special Education teams to provide professional
development to over 10,000 educators.
Supervisor of General Education 2001 – 2006
Mason-Lake Intermediate School District — Ludington, MI
Provided professional staff development to teachers, principals, superintendents, and served
as regional contact person for MEAP, AYP, Title One, curriculum mapping and analysis.
Accomplishments
• Developed a K-8 ISD-wide English Language Arts curriculum that resulted in common
curriculum assessments for Mason, Lake and Oceana counties and provided teachers and students with common language arts standards based on Michigan’s grade level content expectations.
• Established monthly principal meetings focusing on instructional leadership.
• Organized professional learning communities in local districts allowing local principals
to model and learn how to implement Professional Learning Communities in their local buildings resulting in time for teachers to collaborate, study student data and implement interventions.
• Presented over 200 workshops to teachers, principals and superintendents.
• Planned and implemented two common professional development days per year resulting
in the sharing of common content, curriculum and assessment.

Linda Steigenga
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
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Principal, Franklin Elementary School 1998 – 2001
Ludington Area Schools — Ludington, MI
Provided leadership to a school of 500 students and 50 staff members.
Accomplishments
• Developed professional learning community teams, which resulted in teachers analyzing
data, researching interventions, changing programs and sharing ideas.
• Implemented a consistent assessment schedule.
• Created a team atmosphere.
• Improved students’ academic success through his expectations.
• Led students to experience success in believing in themselves through an
  effective behavior
  management system.
• Managed building budget.
• Negotiated with the staff to create a culture that ensured all students’ needs were met.
Principal, Bloomingdale Elementary School 1995 – 1998
Bloomingdale Public Schools — Bloomingdale, MI
Provided leadership to a school of 550 students.
Accomplishments
• Succeeded in promoting community-school interaction.
• Implemented the move to a new, non-graded Developmental Progress Report.
• Formulated a new building-wide Discipline Policy.
• Managed building budget.
Principal, Holy Trinity Elementary School 1986 – 1988
Catholic Diocese of Grand Rapids — Grand Rapids, MI
Teacher of grades 5 - 8, Holy Trinity Elementary School 1980 – 1986
Catholic Diocese of Grand Rapids — Grand Rapids, MI
Third grade teacher, St. Anthony Elementary School 1974 – 1980
Catholic Diocese of Grand Rapids — Grand Rapids, MI
PROFESSIONAL AFFILIATIONS
Association for Supervision and Curriculum Development
Ludington and Scottville Chamber of Commerce
Michigan Association of Intermediate School Administrators
Michigan Reading Association
Michigan Elementary and Middle School Principal’s Association
Michigan Staff Development Council
National Staff Development Council
Superintendents’ Academy
Linda Steigenga
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COMMUNITY INVOLVEMENT
Board of Michigan Reading Association
Board of Sunset Coast Reading Council
Susan G. Komen for the Cure Breast Cancer Walk
American Cancer Society Relay for Life
Book Studies for Parents
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Deborah S. Dunbar  
2469 Copper Creek Drive  
Bay City, MI  48706  
Phone:  989-385-1849  
dunbard@baisd.net

Education
Present Educational Leadership, Eastern Michigan University
(Doctoral Candidate)
1983 M.A. Psychology, Central Michigan University (Learning & Memory)
1978 M.A. Guidance and Counseling, Central Michigan University (School Counseling)
1973 B.A. Elementary and Special Education, Michigan State University (EI)

Certification
1994 - Present State of Michigan Central Office Administrators Certificate
1986 Commonwealth of Massachusetts Teacher Certificate
1983 State of Michigan 30 Hour Continuing Teacher Certificate
1973 State of Texas Lifetime Teacher Certificate

Professional Experience
Sept 08-Present Director of Instructional Services, Bay-Arenac Intermediate School District
• Supervision of Instructional Services/Technology/Early Childhood
• Supervision and evaluation of staff
• Development of budgets, communications, outreach from the department
• Design professional development, Academies, courses for graduate credit
• Development of new collaborations with colleges, universities, organizations
• Resource development, grant writing
• Work with local districts, Boards of Education

1996-Sep 08Associate Superintendent for Instruction, Gratiot-Isabella Regional Education Service District
    Supervision
• Provide leadership and supervision for Instruction Services Department including curriculum consultants, health education, technology integration, REMC, and support staff.
• Director, Regional Educational Media/Tech (REMC 5) (4 counties)
• Supervise Winding Brook Conference facility
• Develop budgets for Instruction Department, guide staff budget development
• Initiate grant writing projects, grant implementation and management
Instruction Services
• Design, conduct, evaluate professional development for K-12 educators
• Instructor – Design and teach courses through CMU Extended Learning
• School improvement and strategic planning facilitator
• Designer of administrator Leadership Academies, courses for principals

Michigan Department of Education
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• Oversight of German Exchange Program; Foreign Language Courses over ITV
• Guide technology integration initiatives – Blackboard – Videoconferencing
• ISD Technology Plan trainer and reviewer, e-rate contact, datawarehouse study
• Communications
• Editor for Winds of Change newsletter, Annual Report, GIRESD publications

Community Involvement
• Board member, Science/Math/Technology Center at CMU
• Advisory member, Office of Talent Development at CMU
• Board member, College of Health Professions, CMU (2000 – 2005)
• Chamber of Commerce, Professional Development Committee (2000 – 2005)

Michigan Networks
• Participating member of the MAISA Technology Committee
• President-elect of the REMC Association of Michigan for 2008-09
• MDE School Facilitator/MDE General Education Network
• MDE High School Redesign Professional Development Committee
• Member of the Michigan Staff Development Council

1991-1996  Director of Technology, Media and Instruction, Gratiot-Isabella RESD.
• Direct Regional Educational Media/Technology Center (REMC 5)
• Supervise Instructional staff
• Chair, statewide Technology Committee through REMC Association
• Advisory member, Michigan Information Network
• Board member, Northeast Exchange for Telecommunications (NExT)
• Designed MDE’s first Technology Planning web site

1989-1990  Coordinator of Gifted & Talented Programs, Gratiot-Isabella RESD.

1988-1989  Coordinator of Gifted and Talented Programs, Clare-Gladwin Regional Education Service District.

• Planning and implementation of programs related to gifted education.
  Science Olympiad Director, Quiz Bowl, Young Authors, Drama festival, Student Leadership Forum, OM, Summer Institute, U.S. Senate Youth Program, Interlochen Writing Program, local mentorships and Michigan Jr. Academy of Science.

1985-1987  Teacher Specialist, Charlton Regional School District, Charlton, MA.
• Gifted and Talented Program (Project Expand – Reading, Writing, Math, Science)
• Middle School Technology Lab Instructor
• Technology Resource Specialist – Professional Development Coordinator  K-12

• Technology for the K-12 Classroom Teacher

1983-1986  Education Specialist, Computerworks of Massachusetts, Worcester, MA.

1981-1983  Part-time Instructor, Central Michigan University, Mt. Pleasant,
• Learning and Memory


• Special Education Teacher for EI and LD students
• Early & upper elementary
• Taught in open classroom concept and also resource room

1973-74  Teacher, Round Rock Independent School District, Texas
Established first full day Kindergarten program

1968-69  Teacher aide, Headstart Program, Cadillac, Michigan

Professional Affiliations
REMC  President 08-09, REMC Association of Michigan
ASCD  Association for Supervision and Curriculum Development
MASCD  Michigan Assn. for Supervision and Curriculum Development
MAISA  Michigan Association for Intermediate School Administrators
MIEM  Michigan Institute for Educational Management
NSDC  National Staff Development Council
MSDC  Michigan Staff Development Council
ISTE  International Society for Technology in Education
MACUL  Michigan Association for Computer Users in Learning
Chamber  Chamber of Commerce, Mt. Pleasant, Michigan

Grants Authored and Awarded
2009  Title II D Data Initiatives Grant $492,000
2009  Title I Regional Assistance Grant $70,000
2008  Title I Regional Assistance Grants $140,000
2006  Title II, Part D, Enhancing Education Through Technology $243,491
2001  Rural Utilities Service Distance Learning & Telemedicine $293,000
95-01 Technology Literacy Challenge Grants (combined) $870,000

Publications
Editor, Winds of Change.  Gratiot-Isabella RESD quarterly newsletter.


Graduate Classes taught within the past five years:
Failure is not an option – How High Achieving Schools Succeed with All Students
Leading Learning:  Through the Lens of MDE’s School Improvement Framework
Guided School Improvement Planning:  Putting the new tools from MDE to work
Summer Leadership Academies:  Professional Learning Communities
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
References

Specific reference contact information provided upon request:

Michael Dewey, Superintendent
Bay-Arenac ISD

Douglas W. Sasse, Former Superintendent
Gratiot-Isabella RESD

Carolyn Wierda, Executive in Residence
Saginaw Valley State University

Dr. Gerald Bailey
Kansas State University

Dr. Jan Amsterburg, Superintendent
Gratiot-Isabella RESD

Dr. Beverly Geltner
Eastern Michigan University

Dr. James Barrett
Eastern Michigan University

Anthony S. Muhammad, Ph.D.

Professional Vitae

Work Experience
1987-1995 Teacher, Rich Middle School, Lansing, MI
1995-2001 Principal, Sankofa Shule Academy, Lansing, MI
2001-2006 Principal, Levey Middle School, Southfield, MI
2006-Present President, New Frontier 21 Consulting

Education
1987 Bachelor of Arts, International Relations, Michigan State University
2000 Masters of Arts, Educational Administration, Michigan State University
2003-2005 Educational Administration Doctoral Program, Michigan State University
2007 Doctor of Philosophy, Educational Administration, Nova Southeastern University

Published Works
2009 Transforming School Culture: How to End Staff Division, Solution Tree Press, Bloomington, IN
2008 The Collaborative Administrator: Working Together as a Professional Learning Community, Solution Tree Press, Bloomington, IN

Awards
2005 Michigan Middle School Principal of the Year Award, Michigan Association of School Boards

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1994  Teacher of the Year, Lansing School District, Lansing, Michigan

Richard E. Wood, Ph.D.
Education   Oakland University
Rochester, MI
  •  Ph.D. in Educational Leadership
  •  Ed.S. in Educational Leadership
  •  M.A.T. in Teaching and Instruction
Michigan State University  East Lansing, MI
  •  B.A. in Elementary Education
Experience  2003-Present  Wood Educational Services
Warren, MI
Educational Consultant
  •  Served as Magnet School Thematic Specialist, Kalamazoo Public Schools, Indianapolis, IN and Texarkana, AK
  •  Facilitated Standards-Based Curriculum Design for Middle and High Schools
  •  Served as Small Learning Communities Coach, Kalamazoo Public Schools
  •  Curriculum Consultant for Bridgeport-Spaulding Community Schools; Bridgeport, Michigan
  •  School and Curriculum Audits: Kalamazoo Public Schools – Northeastern Elementary School, Milwood Magnet School for Math Science and Technology, Kalamazoo Central High School, Loy Norrix High School, Maple Street Magnet School for the Arts
  •  Coach for Michigan Middle Start – Michigan Middle Start is a Comprehensive School Reform Model; Roosevelt Middle School – Oak Park, Michigan; South Middle School - Saginaw, Michigan; Ricker Middle School – Buena Vista, Michigan
  •  Turn-around Coach: Buena Vista School District 2003-2007– Brunkow Elementary, Ricker Middle School, Buena Vista High School; Kalamazoo Public Schools – Northeastern Elementary School, Milwood Magnet School for Math Science and Technology
  •  Created and developed programs for local, state and national audiences in leadership, mathematics and assessment
  •  Turn-around Specialists for High Priority Schools
  •  Speaker at state and national conferences
  •  District staff development and training
  2000-2005  Oakland University Rochester, MI
Adjunct Faculty and Guest Lecturer
  •  Integrating Technology into Instruction
  •  Leadership for Aspiring Administrators
  1986-2003  School District of the City of Royal Oak Royal Oak, MI
Director of Instructional Technology
  •  Facilitated the writing of a district technology plan
  •  Supervised and assessed the implementation of a district technology plan
  •  Conducted staff development activities integrating technology into instruction
Elementary Principal
  •  Facilitated the creation of school improvement plans
  •  District mathematics coordinator
Classroom Teacher
  1974-1986  Huron Valley Schools
Milford, MI
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Certifications
Professional Development
• Eric Jensen: Teaching with Poverty in Mind
• Thinking Maps
• Breaking Ranks - Train the Trainers
• Kagan Structures for Engaged Learning
• Coalition of Essential Schools: Conducting Collegial Peer Reviews Train the Trainers
• Carolyn Downey: Three-Minute Walk Throughs: A classroom observation protocol
• ABCS Coaches Training: State of Michigan certification process for coaching
High Priority Schools
• Ruby Payne: A Framework for Understanding Poverty – Train the Trainers
• Randall Sprick: Developing Positive, Proactive, and Instructional Discipline Policies and Practices
• NWREL: 6+1 Traits Writing – Train the Trainers
• Palm, Inc: Palms in Education Training
• IRI/Skylight: Integrating Curriculum with Multiple Intelligences
• IRI/Skylight: How to Assess Authentic Learning
Staff Development Developed and Presented the following training programs.
• Planning for School Improvement – Training Leaders to Lead
• Creating Essential Questions
• Implementing Michigan’s High School Content Expectations
• Using Data in the School Improvement Process
• Making Data-driven Decisions
• Curriculum and Instructional Design Using the Grade Level Content Expectations
• Creating Competent Writers
• Painting a Total Assessment Picture – ASCD conference in Orlando
• Connecting the Dots: the Economy, the New Workplace and NCLB – International Teaching and Learning Consortium ; Orlando, Florida
• Planning, Implementing and Assessing a Plan for Technology Integration – NECC
• Understanding Poverty: the Impact on Instruction
• Authentic Assessment and Portfolio Development
• Using Rubrics to Improve Student Performance
• Performance-based Assessments in Mathematics
• Creating and Using Graphic organizers
• A Manipulative-based Approach to Teaching Mathematics
• Using Reading Strategies in the Content Area

Publications

References  Dissertation: A comparison of compliance forms design relevant to special education law and types of special education services provided in charter
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and traditional public schools in Michigan – Oakland University 2002

Available upon request

Helen L. Burz
Education Kent State University
Kent, Ohio
B.S., Elementary Education
Oakland University
Rochester, MI
MAT, Reading
ABD in doctoral program Reading, with Psychology and Linguistic minors
Nova Southeastern University
Miami, FL
Ed.S. Organizational Systems and Learning
Experience Consultant
Royal Oak, MI
Served as Magnet School Thematic Specialist, Kalamazoo Public Schools, Indianapolis, IN
and Texarkana, AK
Facilitated Standards-Based Curriculum Design for Middle and High Schools
Served as Small Learning Communities Coach, Kalamazoo Public Schools
Served as Curriculum Consultant for Bridgeport-Spaulding Schools;
Bridgeport, Michigan
Provided School and Curriculum Audits: Kalamazoo Public Schools—Northeastern Elementary School, Milwood Magnet School, Kalamazoo Central High School, Loy Norrix High School, Maple Street Magnet School for the Arts
Coach for Michigan Middle Start—(a Comprehensive School Reform Model);
Roosevelt Middle School—Oak Park, MI; South Middle School—Saginaw, MI; Ricker Middle School—Buena Vista, MI
Served as Turn-around Coach: Buena Vista School District—Brunkow Elementary, Ricker Middle School, Buena Vista High School; Kalamazoo Public Schools—Northeastern Elementary School, Milwood Magnet School for Math Science and Technology
Worked as member of ASCD professional development team
Partnered as instructional specialist for High Success Network
Led school improvement teams in major urban areas i.e. Los Angeles, Washington D.C., Detroit, and San Antonio, TX
Designed and developed presentations for local, state and national audiences
Function as a turn-around specialist for High Priority Schools
Central Office Royal Oak
Schools, MI
Director of Instruction and Early Childhood Center
Analyzed MEAP Data with instructional teams to identify gaps and direction
Coordinated the development of district performance assessments aligned with State Benchmarks
Coordinated district Reading Curriculum Resource Teachers
Supervised staff and programs at early childhood center including POHI, MSRP, Michigan Department of Education
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Early Intervention, Childcare, Teen Parents, Head Start and pre-school
Building Administrator                   Birmingham
and Royal Oak, MI
Principal
Led School Improvement Teams
Designed and implemented school improvement plans
Implemented effective instructional programs -Led bottom performing school to top position in district
Created strong volunteer support programs
Designed and created cross-age and integrated instructional organization patterns
Designed the educational specifications for the renovation of an elementary school and for a middle school
Received award from State of Michigan for Administrator of the Year
Classroom Teacher:  Youngstown, Ohio; Ravenna, Ohio; Royal Oak, Michigan

Professional

Publications Development Developed and presented training programs for schools, districts and county service centers across the United States

Author
Wrote best selling series on Performance Based Curriculum for Corwin Press (From Knowing to Showing in Language Arts, Mathematics, Science, Social Studies, and Music/Visual Arts for K-12) Thousand Oaks, CA
Developed articles for ASCD Curriculum Resource Newsletter, Alexandria, VA
Wrote articles for Journal of International Teaching and Learning Consortium
Community ServiceSt. George Orthodox Cathedral, Trustee, President, and Treasurer
St Andrew’s Center for Orthodox Studies, Board of Directors
M.C. International Adoption Agency, Board of Directors
International Teaching and Learning Consortium, Board of Directors
Certifications
Train the Trainers Professional Development
Thinking Maps
Eric Jensen: Teaching with Poverty in Mind
Ruby Payne:  A Framework for Understanding Poverty
Randall Sprick: Developing Proactive, Instructional Discipline Policies and Practices
NWREL:  6+1 Traits Writing
ABCS Coaches Training:  State of Michigan certification process for coaching High Priority Schools
Coalition of Essential Schools:   Conducting Collegial Peer Reviews
Carolyn Downey:  Three-Minute Walk Throughs:  A classroom observation protocol
Breaking Ranks Trainer of Trainers Certification

References available upon request

Wendy L. Tackett, Ph.D.
230 Ridgeview Drive, Battle Creek, MI  49015       269-420-3417
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
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wendy@ieval.net  www.ieval.net

EDUCATION
June 2000 – April 2004  Western Michigan University
        Kalamazoo, MI  49008
        Ph.D. in Evaluation, Measurement, & Research Design
        Dissertation:  Use of Evaluation Findings in Michigan’s 21st Century Community Learning Center Programs
        Ann Arbor, MI  48109
        Master's of Social Work in Community Organization
        Special study produced annotated bibliography about service-learning
Aug. 1990 - April 1994  Western Michigan University
        Kalamazoo, MI  49008
        Bachelor of Arts
        Major:  Organizational Communication; Minor:  Marketing
        Senior Honors Thesis:  Leadership Skills Exhibited in Second and Third Graders During Community Service Sept. 1986 - June

1990 Three Rivers High School
        Three Rivers, MI  49093
        Graduated in 1990:  Valedictorian, GPA:  4.00

EMPLOYMENT
Sept. 1999 – Present  iEval
        230 Ridgeview Drive
        Battle Creek, MI  49015
        •  President:  work with various nonprofit organizations and school districts to provide evaluation technical assistance, evaluation planning, and evaluation implementation (e.g., logic modeling, needs assessment, academic achievement analysis, objectives-based evaluation). Content expertise beyond evaluation training includes positive youth development, academic achievement data analysis, educational reform, substance abuse prevention, after school programs, public health, and service-learning.

        Kalamazoo, MI  49008
        •  Adjunct Faculty:  teaching graduate level evaluation course: Personnel Evaluation.

July 1997 – Dec. 2002  Battle Creek Public Schools
        3 West Van Buren Street
        Battle Creek, MI  49017
        •  Resource Development Coordinator:  coordinated grant development and writing for the district, conducted data collection and evaluation, and helped schools focus on youth assets. Grants received totaled over $20 million. Highlighted grants included All Students Achieve Program – Literacy Achievement Program ($1,038,700 to do intensive teacher literacy coaching at the elementary level), 21st Century Community Learning Centers ($1,700,000 and $1,100,000 to open elementary schools before and after school), and Technology Innovation Challenge Grant ($5,726,097 to embed technology into meaningful learning).

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Wendy L. Tackett, Ph.D.

Feb. 1996 - June 1997 Volunteer and Information Services
182 W. Van Buren
Battle Creek, MI 49017
- Youth Volunteer Coordinator: directed programs/projects such as Youth Engaged in Service, AmeriCorps, youth component for United Way's Day of Caring, etc. Wrote grants, consulted with teachers about service-learning, developed volunteer directory, had public relations responsibilities, and supervised volunteers.

SAMPLE OF RECENT EVALUATION EXPERIENCE
September 2004 - present Oakland Schools
Waterford, MI
- Evaluate Math Science Partnership grants focused on teacher professional development, using a comparison group to gauge teacher knowledge acquisition and application and student academic achievement.
February 2003 - present Clare-Gladwin RESD
Clare, MI
- Evaluate 21st Century Community Learning Center grants serving four school districts and fourteen sites, which provides after school and summer programming for elementary and middle school youth.
January 2006 – October 2009 SPLASH
State of Michigan
- Evaluate effectiveness of community coalitions and schools in increasing physical activities and improving nutrition.

LEADERSHIP & MEMBERSHIPS
- What Works Clearinghouse (www.w-w-c.org): Identified as evaluator who can complete scientifically rigorous evaluations
- American Evaluation Association: Member

RECENT PRESENTATIONS/PUBLICATIONS
- May 2007: Michigan After School Alliance Conference (Flint, MI): Presented workshop on making evaluation in after school programs more useful, using specific examples from current clients.
- February 2006: National Afterschool Conference (Louisville, KY): Presented Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application 43
workshop to national audience of after school professionals giving specific strategies about how to make the evaluation process more meaningful to the key stakeholders of the program and more useful in making program decisions.

REFERENCES
• Available 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.

Licensure and Insurance documents are on file with MDE.
Dear Sir or Madam:

This is in response to your request of January 14, 2004, regarding your organization's federal tax status.

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

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

One exclusion is provided by section 115(1) of the Code, which excludes from gross income:

"income derived from ... the exercise of any essential governmental function and accruing to a State or any political subdivision thereof ..."

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

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

Your organization may also qualify for exemption from federal income tax as an organization described in section 501(c)(3) of the Code. If the organization is an entity separate from the state, county, or municipal government, and if it does not have powers or purposes inconsistent with exemption (such as the power to tax or to exercise enforcement of regulatory powers), your organization would qualify under section 501(c)(3). To apply for exemption, complete Form 1023 and pay the required user fee.
Saginaw Intermediate School District  
38-1708761

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

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

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

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

Sincerely,

[Signature]
Janna K. Skufca, Acting Director, TE/GE  
Customer Account Services