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:

[Email: davidsonk1@michigan.gov](mailto:davidsonk1@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:

Kristine Davidson  
Consultant  
Office of Education Improvement & Innovation

OR

Gloria Chapman  
Consultant  
Office of Education Improvement & Innovation

Telephone:  (517) 335-4226  
Email:  davidsonk1@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>
</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>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**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.

**SECTION A: BASIC PROVIDER INFORMATION**

<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>011932659</td>
<td>The Flippen Group, LLC</td>
</tr>
</tbody>
</table>

**3. Name of Entity as you would like it to appear on the Approved List**

Flippen Group

**4. Entity Type:**

- x For-profit
- [ ] Non-profit

**5. Check the category that best describes your entity:**

- [ ] Business
- [ ] Community-Based Organization
- [ ] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other

(specify): ____

**6. Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Holt, PhD</td>
<td>(979)703-6780</td>
<td>(979)703-7920</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1199 Haywood Drive</td>
<td>College Station</td>
<td>Texas</td>
<td>77845</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Michael.holt@flippengroup.com">Michael.holt@flippengroup.com</a></td>
<td><a href="http://www.flippengroup.com">www.flippengroup.com</a></td>
</tr>
</tbody>
</table>

**7. Local Contact Information** (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as above</td>
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<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
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<th>E-Mail</th>
<th>Website</th>
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</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</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: N/A

In what capacity are you employed or do you serve (position title): N/A

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.
Exemplar 1: Description of Comprehensive Improvement Services
(25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA’s that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Flippen Group’s model of school improvement is research-based, research proven, specific, and aligned to effective school practices. Serving as an External Provider, these strategies have proven successful in districts across the United States and will provide the necessary tools to turn Michigan schools designated for improvement into high performing learning organizations. Since 1990, we have worked with Title 1 primary and secondary schools, successfully turning them from under-performing to high performing by properly providing balance between the human performance factors (social-emotional) and system design factors (rules, regulations and curriculum). The more these two systems overlap, the greater opportunity for high performance.

- **Support systems to ensure student and teacher success and sustain improvement.**

  In the absence of a comprehensive assessment of needs, our systemic improvement starts with a needs assessment and data triangulation that enables the district to develop a supportive, targeted improvement plan. The plan is based on each school’s needs in areas of culture & climate and curriculum & instruction. It includes both off site and job-embedded training with expert consultants, the right tools and know-how, systemic and layered coaching, and wrap-around support services. Our consultants ensure changes are implemented with fidelity and relationships are strengthened between all stakeholders using the Flippen model process. This increased relational capacity encourages an environment of improvement and sustainability linked to student achievement.

  Studies show that in order for students to thrive academically, instructional leaders must communicate clear expectations and carry them out in a climate of trust (Supovitz, J. A., & Weathers, J., 2004; Kerr, K. A., et al., 2006). Students perform better for teachers they like and with whom they feel safe. Flippen Group’s most recognized training, Capturing Kids’ Hearts (CKH), specializes in constructing foundations of relational trust while building high performing teams both vertically and horizontally across the organization. This approach is non-traditional, targeting all employees on campus who interact with students, i.e., administrators, teachers, professional support, food service workers, custodians and transportation personnel. Designed as a layered approach and beginning with district leadership, the process strengthens faculty relationships and fosters students’ connectedness to teachers through enhancing protective factors (strong bonds with school professionals, clear rules of conduct that are consistently enforced) and targeting modifiable risk factors (inappropriate behavior, poor social coping skills). This includes intentionally growing leadership skills in students via appropriate modeling by teachers, administrators and community members. Students EXCEL™ in classrooms where trust and respect enable risk taking and active participation. They thrive academically in schools where discipline problems are not allowed to subvert teaching and learning and where administrators fully support the efforts of teachers and students.

  Teacher to teacher collaboration and connectedness also increases as faculty work together in support of the process. Schools that use Professional Learning Communities (PLCs) or similarly structured collaboration are amazed with meeting results following Capturing Kids’ Hearts training (see Table 1). There is increased willingness to accept constructive feedback and offer suggestions; conversations are more meaningful as each person utilizes the same tool for conflict resolution. Once relational
capacity is addressed, professional development brings about lasting change and improved student success.

- **Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement.**

A system works best if there is clear understanding of desired behaviors, transparency, trust, accountability, feedback loops, and celebrations of success. Our approach is to first develop a culture of high performance by: 1) aligning behaviors to desired outcomes, 2) creating empowerment through self-management, and 3) giving everyone a voice by developing a social contract (or agreement of behavior) for how individuals in the organization will treat each other. This is followed by systematically training teachers and instructional leaders in research based and research proven curriculum and instruction processes.

Efficient and effective instruction occurs when teachers become the curriculum and instruction experts in the classroom. Quality control consists of tightly aligned written, taught and tested curriculum brought about by consistent observation and feedback. Teacher behaviors promote students’ willingness to fully engage in the lessons. Our consultants will instill the essential components required for effective lessons, including building relational capacity, self-management, quality instructional planning, and assessment. Teachers will learn the benefits of creating well-defined learning targets, kid-friendly objectives, research-based strategies, aligned assessments, and engaging instructional delivery that develops and promotes higher order thinking skills. Table 1 is a sample timeline.

<table>
<thead>
<tr>
<th><strong>Table 1: SAMPLE CONTENT AND DELIVERY SYSTEM FOR DRAMATIC AND SUSTAINED IMPROVEMENT OF STUDENT ACHIEVEMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flippen Systemic Solutions</strong></td>
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<tr>
<td><strong>TIMELINE</strong></td>
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<tr>
<td>Fall/Spring 2013</td>
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<tr>
<td>Spring 2014</td>
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<td>Spring 2015</td>
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<td>Fall 2014 - Spring 2015</td>
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<td>Spring/Summer 2014</td>
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<tr>
<td>Spring/Fall 2014</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>Teacher and support staff excel at CKH</td>
</tr>
<tr>
<td>Mentor/ Leadership Training</td>
</tr>
<tr>
<td>Off-site</td>
</tr>
<tr>
<td>Capacity 20 per group</td>
</tr>
</tbody>
</table>
| Spring/Fall 2014 | Data Walks I and II | **Curriculum and Instruction, Teacher and Leader Effectiveness**  
| Campus Instructional Leaders and district level campus support team  
| Professional Development for data driven solutions  
| Job-embedded  
| Capacity 25 per group |
| Spring 2014 - Fall 2014 | Design and Delivery Series | **Curriculum and Instruction, Teacher and Leader Effectiveness**  
| Teachers  
| Instructional Focus/ Curriculum Alignment  
| Campus or District site  
| Capacity 40 per group |
| Fall 2014 - Spring 2015 | Research Based Instructional Strategies | **Curriculum and Instruction, Teacher and Leader Effectiveness**  
| Teachers and instructional leaders  
| Instructional focus  
| Capacity 40 per group |
| Summer/Fall 2014 - Spring 2015 | Collaborative Coaching | **Curriculum and Instruction, Teacher and Leader Effectiveness**  
| Core subject teachers  
| Instructional Focus and Curriculum Alignment  
| Job-embedded coaching  
| Minimum 10 days per teacher  
| Maximum 6 teachers per consultant  
|  
| Participant sequence includes:  
| Identifying essential student performance data.  
| Collaborating with the coach on teaching strategies.  
| Using instructional practices while being observed by the coach.  
| A mid-year review to indicate modifications needed.  
| Continuing instructional intervention based on modifications.  
| A summative review, including reflections on the teacher’s growth cycle. |
• **Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement.**

Over the past 22 years, we have learned that administrators, teachers and staff need ongoing, high-quality, job-embedded professional development “aligned to the school’s comprehensive instructional program.” Our processes are relationally based and skill driven and our trainings provide the playbook and execution plan. Our goal is introduce the skills and the underlying research, provide opportunities for guided practice and synchronization and systematically transfer ownership of the process to campus leadership and teachers. Job embedded coaching and consulting (i.e., observing, creating reflection, providing feedback and role playing with teachers and instructional leaders), increases the likelihood of success and sustainability. Additionally, our instructional coaching includes built-in individual instruction for teachers and rigorous content and knowledge applications.

• **Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.**

Flippen Group provides support for comprehensive short cycle and summative assessment systems to assist district, campus, and instructional leaders in tracking and measuring progress toward goal attainment. Our Data Walks training for instructional leaders creates a method for capturing campus data reflective on actual classroom practice. This process is prescriptive for professional development as it is aligned to research based instructional strategies. We follow with Design and Delivery training series, which provides teachers the underlying research and methodology for creating high payoff lesson plans aligned to the Data Walks walk-through protocol. Since the classroom data collected is random and non-teacher specific, the process creates capacity for continual improvement and gives rise to collegial professional conversations concerning planning and implementation.

In our Focused Coaching model, selected teachers of core subjects are exposed to intense job-embedded alignment of curriculum to state standards and student data from state assessments. Teachers will learn how to create formative, or benchmark, assessments that help them track student performance on objective mastery aligned to the state assessment for every student. The teachers in this cadre become the grade level and content experts for the campus and mentor other teachers in the process. Because Capturing Kids’ Hearts creates the model process for interacting professionally, teachers will have relational capacity for working together to accomplish explicit goals related to improved student achievement.

**Citations**

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.
Programs are generally considered to be evidence-based if research studies investigating the programs’ effectiveness have been published in peer-reviewed journals. In addition, many schools require that programs be included on an evidence-based program list such as What Works Clearinghouse or SAMHSA’s (Substance Abuse and Mental Health Services Administration) NREPP (National Registry of Evidence-based Programs and Practices). Flippen Group has both types of support for our training and processes – published research and inclusion on an evidence-based program list. We undertake ongoing research and evaluation initiatives to track program implementation and outcomes. In all past initiatives, one or more positive outcomes in the areas of academic or behavioral achievement were observed. We assist schools in documenting program effectiveness when no randomization is possible; pre-implementation data serves as the control for post-implementation outcomes. Other studies employ quasi-experimental (including external controls) or experimental (randomized) research designs to measure the outcomes of our programs. One such study was completed utilizing six schools in Kent ISD, Michigan (Comstock Park and Wyoming Public Schools). “Data drives decision-making in schools. School boards, governmental organizations and funding sources need research and evaluation data to invest… With the results of the local evaluations, Kent Intermediate School District secured local, state and federal funds to help sustain Capturing Kids’ Hearts in our schools and classrooms.”- Steve Dieleman, Kent Intermediate School District

We believe ongoing evaluation is an essential part of improvement. Interventions must be implemented fully and with fidelity to achieve maximum effect. Studies (Durlack, 1997; Gresham et al. 1993; Domitrovich & Greenberg, 2000) report that few programs provide data on levels of implementation or consider the relationship of implementation to outcomes. Hallfors & Godette (2002) found that while most school districts select research-based prevention programs, many programs were implemented with low fidelity. We have a research team to work directly with Michigan Schools and offer a comprehensive array of services to ensure effective implementation. Support is provided through online leadership and teacher surveys, classroom walkthrough observation protocols, and campus data protocols. Based on extensive research, a campus implementing our processes at 70% fidelity or greater will reach the cultural change tipping point and experience accelerated improved student achievement and pro-social skill attainment. Process implementation and pro-social skill attainment is measured at three months post-training, with repeated measures throughout year one. Academic achievement is measured after year two.

Addressing instructional elements and leadership improvement is just one piece of the puzzle. Relationships and school culture and climate are critical to the success of any school. Resnick, et al., (1997) reported that connectedness to a parent or school-based role model is protective against virtually every measure of adolescent health risk behavior. Capturing Kids’ Hearts (CKH) is our foundational professional development workshop for campus leaders, teachers and staff to provide a model process for creating connectedness, to align individual behaviors to outcomes, and to create high performance via self management. It draws from the latest research on school improvement and is closely aligned with Social Learning Theory (Bandura, 1986), which posits that approximately 70% of all learned behavior is via modeling. CKH has been used in conjunction with other educational programs such as Positive Behavior Intervention Supports and Professional Learning Communities (Flippen Group, 2011; Poplar Bluff Schools, 2013).
The following research studies have been reported, including research demonstrating the impact of implementing Flippen Group processes on student and teacher growth.


<table>
<thead>
<tr>
<th>District</th>
<th>Dates</th>
<th>Setting</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Park School District, Lincoln Park, MI</td>
<td>2011 - Present</td>
<td>Rural</td>
<td>Since Sept 2011, Lincoln Park MS has seen an 88% decrease in discipline referrals for the month of September as measured from 2011-2013. Data Walks report 15% increase in learning objectives evident to students and instruction aligned to the standards.</td>
</tr>
<tr>
<td>Riverside County, Riverside, CA &amp; Kent ISD, Kent, MI</td>
<td>Research Study: 2008-2009 Serving since 2002</td>
<td>Urban</td>
<td>Randomized Control Trial: Analyses measuring change from baseline (mean derived from '05-'06, '06-'07, and '07-'08 discipline referrals) to one school year post-implementation (May 2009) demonstrated discipline referrals decreased 22% in intervention schools and increased 11% in control schools.</td>
</tr>
<tr>
<td>Mountain View Middle School, Moreno Valley, CA</td>
<td>2006 - Present</td>
<td>Urban</td>
<td>Data reports from MVMS show suspensions on this campus dropped 63%, from 459 to 170, over a two-year period.</td>
</tr>
<tr>
<td>County School District, Charleston SC</td>
<td>2010 - Present</td>
<td>Urban</td>
<td>The high school moved from At-Risk growth rating in 2011 to an Excellent growth rating in 2012. At Mary Ford Elementary in North Charleston, principal reported 0% staff turnover after having as high as 50% turnover in years prior.</td>
</tr>
<tr>
<td>Lamar Consolidated School District, Rosenberg, TX</td>
<td>2005 - Present</td>
<td>Urban</td>
<td>Quantitative yearly data collected over two years (2008-2010) indicate an increase in student attendance rates and academic test scores for ALL subject areas. Recipient of 2009 District HEB Excellence in Education award.</td>
</tr>
<tr>
<td>Corrigan-Camden Independent School District, Corrigan, TX</td>
<td>2009 - Present</td>
<td>Rural</td>
<td>Primary campus moved to Exemplary status and high school received Recognized honors and was nominated by the Commissioner of Education as a ‘Blue Ribbon Campus.’ This prestigious award was the result of outstanding improvement in math from 2005 to 2010 and received by only two high schools in Texas.</td>
</tr>
<tr>
<td>Groesbeck School District, Groesbeck, TX</td>
<td>2009 - Present</td>
<td>Rural</td>
<td>High school went from Academically Unacceptable in 2006-2007 to Recognized. The middle school has been Recognized for the past two years and the elementary school for the past three years.</td>
</tr>
<tr>
<td>Chinle Unified School District #24, Chinle, AZ</td>
<td>2009- Present</td>
<td>Rural</td>
<td>Moving from underperforming status, six of the schools attained performing or performing-plus status under the AZLEARNs criteria and two schools met the requirements under AYP.</td>
</tr>
<tr>
<td>Rocky Ford ISD, Rocky Ford, CO</td>
<td>2011 - Present</td>
<td>Rural</td>
<td>Rocky Ford Sr. High experienced a 69% drop in suspensions &amp; 71% drop in student absences from year 1 to year 2 of intervention. In 2013, 3rd &amp; 4th grade students outperformed the state average in math for the first time.</td>
</tr>
<tr>
<td>Partnership for LA Schools, Los Angeles, CA (10 lowest performing schools in LA)</td>
<td>2008 - 2010</td>
<td>Urban</td>
<td>2010 data showed marked gains in student performance and attendance. In 2009 (one year after initial implementation), 99th Street Elementary saw its Academic Performance Index (API) score grow 54 points, putting it in the top 2% of all LAUSD elementary schools.</td>
</tr>
</tbody>
</table>

Citations

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).

“Lasting change does not result from plans, blueprints, and events. Rather, change occurs through the interaction of participants,” (Mohrman et al. (2003) p. 321).

Healthy relationships, a clearly articulated vision and a strong sense of purpose form the foundation upon which stakeholders in the organization act together to meet common goals. Transformation occurs when a critical mass of individuals are more inspired to accomplish that which matters most to the organization, than they are interested in seeking personal recognition. Their cooperative and synergistic actions produce more than would be expected from the sum of their individual, but isolated, efforts.

Please see Exemplar 2 for detailed data of proven successes with our processes. Our follow-up services include ongoing, on-site, job-embedded coaching/mentoring for principals and school leadership; customized services to individual schools; and coaching and instructional support to the classroom teachers and support staff.

Principals:
Many factors constrain teacher and administrator development, i.e., ‘flavor of the month’, ‘sit still and wait for the next big thing’, etc. Sometimes random acts of improvement follow leadership changes and too often manifest themselves in teacher frustration. Training alone is not enough to create sustainability and fidelity of implementation (or lack thereof). Organizational change is not an event, it is a marathon. Our systemic model requires follow-up to assist individuals in the implementation of processes that may go against default behaviors. During job-embedded coaching and consultations, we demonstrate to administrators/instructional leaders what teachers are being trained to do and how to hold them accountable. We job shadow the principal, providing ongoing evaluative support and offering feedback for improvement along the way. This critical piece forms a firm foundation for principals to lead the teachers and staff through a successful turnaround or transformation model. Our BOCES research (Holtzapple, et al, 2011) demonstrates what happens when principals do not model the change they wish to see in teachers. It doesn’t happen. No organization rises above the constraints of its leader.

Teachers and Instructional Leadership Teams:
Establishing a growth mindset among teachers is best accomplished by demonstrating the benefit of doing something differently. Our trainers intentionally model best practices for educators. The staff will experience how positive interpersonal relationships grow any group to high performance. One they experience high performance, they will be able to produce it. This requires ongoing coaching and support through job-embedded application. Having trained in over 7,000 teacher venues over the years, we have discovered the necessary sequencing of events, optimal pacing, and reinforcing activities to insure teacher knowledge acquisition and retention. Our goal is to have teachers walk away from the curriculum and instruction trainings with products that provide them with a good framework of understanding and application knowledge. Follow-up consulting with job-embedded reinforcement and feedback is critical to calibrating each teacher. Teachers should provide reinforcing, guided, “real time” activities to implement higher level questions and thinking. Initial observation usually indicates 75-80% of the questions posed to students remain at the lower levels of thinking. Collaborative Coaching (see Table 1) is paced in a way that
provides individualized and differentiated support for teachers. They receive approximately 15-20 hours of individualized instruction from a coach, ideally spread over one semester to ensure skill attainment.

**Principals, Teachers and Support Staff:**
Following CKH training, our mentoring/implementation training with campus administrators and a select group of highly respected teachers we call Process Champions create the impetus for sustainability. Process Champions experience an additional two day off site training that prepares them to help teachers with implementation issues. The consultants then shadow them during daily campus routines, observing process implementation. Role plays are conducted and observations and feedback are solicited to drive improvement. Once campus leaders can comfortably and consistently model the skills, accountability and expectations can increase, creating continuing high performance.

Our curriculum and instruction Lead Consultants schedule days to follow up training with one on one coaching and mentoring. They review lesson plans, conduct walk throughs and help administrators and instructional leaders calibrate their observation protocol to increase the fidelity of data collection.

**Citations**
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Flippen Group has over twenty years’ experience guiding districts throughout Michigan and the United States in standards-based instruction, embedded within our systemic process. State and Common Core Standards are not only the foundation of Michigan school reform, but also the Collaborative Coaching process. Curriculum Development is correlated to the new Common Core Standards and Michigan’s Content Expectations assessments: Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME); through our extensive work with Michigan districts over the years, we have gained knowledge of the MEAP, the Michigan GLCSs and HSCES, Michigan Curriculum Framework and Michigan Merit Curriculum. We have supported professional development for more than 10,000 educators, district and campus leaders, and staff in the following cities across the state of Michigan:

- Adrian
- Belmont
- Burton
- Byron Center
- Caledonia
- Canton Cedar Springs
- Comstock Park
- Detroit
- Fennville
- Flint
- Grand Haven
- Grand Rapids
- Howard City
- Hudsonville
- Ionia
- Kent City
- Kentwood
- Kalamazoo
- Lansing
- Middleville
- Muskegon
- Otsego
- Rockford
- Sparta
- Wyoming
- Zeeland

Our proposed model aligns with the State of Michigan’s School Improvement Grant application and federal guidance. Specifically, with the tenets set forth in all five focus areas: Curriculum and Instruction, Teacher and Leader Effectiveness, Extended Learning Time, Flexible Operating Conditions, and Family and Community Engagement. We offer a combination of strategies that meet state requirements in applying as an external provider for the Turnaround and Transformation Model. Over the past three years, we’ve served as a turnaround provider in schools including: Lincoln Park (MI), Tulsa (OK), Rocky Ford (CO), and Lake County (CO).

Curriculum Development provides a professional learning process that allows teachers to truly understand what’s expected of students within and across grade levels. This process offers seamless alignment of subject area objectives, is teacher driven, is standards based instructional planning and preparation, and is a vehicle for communication and collaboration around curricular issues and instructional improvement.

Utilizing data to drive instruction, our Needs Assessment aligns with the Michigan Comprehensive Needs Assessment and includes achievement information, survey perception data, test scores, etc. Our needs assessments assist schools with determining their goals and objectives, which become part of their improvement plans. This aligns with One Common Voice – One Plan through focusing on data driven decision making, setting measurable goals and objectives utilizing research best practice, developing an action plan and doing (implementation, monitoring, and evaluation). Data Walks professional development includes process, perception, achievement, and demographics; it will assist schools in determining changes necessary for instructional practices.
Flippen Group utilizes professional development for Response to Intervention (RtI) with students in special education. Many of our products are linked to the guidelines of the Individuals with Disabilities Education Act (IDEA), and our processes are currently in use in Title I classrooms across the country, serving 7,000 districts nationwide. Dr. Teddi Cox, an educational leader and Title 1 Director at the Department of Education in West Virginia, said this about our efforts:

“Flippen Group is particularly strong in the school improvement process related to: improvement of culture; job-embedded professional development (PLCs); improvement of student engagement; discipline and positive behavioral supports; leadership development; and scheduling to maximize instructional time. Flippen Group is an outstanding External Supporting Partner.”  - Dr. Teddi Cox, DOE West Virginia
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.
Michigan’s school leaders have the capability to create a culture of success or failure. We define ‘culture’ as the collective behaviors of the individuals within an organization. Culture is either intentionally created or it is randomly created. During training, we introduce an important process to all administrators, teachers and staff, called the EXCEL™ process. It impacts every key performance indicator including reduced discipline referrals, increased student attendance, and teacher efficacy. When proper pro-social behaviors are implemented and demonstrated by administration, faculty, and staff, trust is developed which leads to high performance. As posited by social learning theory (Bandura, 1977), students learn via modeling; this is consistent with forward thinking researchers and thought leaders such as Marzano, Fullan, Maxwell, Collins, Blanchard and others. In his monograph, Marzano distills from the writings of many other authors the “Key Variables” that affect academic achievement. The variables are divided into school-level variables (opportunity to learn, time, monitoring, pressure to achieve, parental involvement, climate, leadership, and cooperation), teacher-level variables (instruction, curriculum design, classroom management), and student-level variables (home atmosphere, aptitude/prior knowledge, and interest). It is important to note that while “leadership” is listed as one of many key variables, it actually affects all other variables given. This view that “leadership” determines the success of an organization is a guiding principle of the Flippen Group and is supported by researchers including Professors Megan Tschannen-Moran (Trust Matters: Leadership for Successful Schools), Anthony Bryk & Barbara Schneider (Trust in Schools: A Core Resource for Improvement), Gordon Donaldson, Jr. (Cultivating Leadership in Schools: Connecting People, Purpose and Practice) and Michael Fullan (Leadership & Sustainability: System Thinkers in Action).

Flippen Group’s Campus by Design is intended to support schools in building intentional, sustainable, high performance. We support leaders and staff as they implement our model processes and we provide assessment tools to measure outcomes. Determining the best, most efficient professional development plan of action will be critical from the onset of the contract, and the district consultant will provide a framework of trainings to maximize outcomes and minimize expenditures. Following training, ongoing support is provided to the campus leadership through Process Champions and Campus Consulting. Process Champions is a separate two day training involving an implementation expert working with campus administration and select members of the faculty. Campus Consulting is two days of mentoring, modeling, shadowing and feedback to Process Champions by the expert trainer. Phone Consulting consists of six phone calls with Process Champions which are strategically spaced throughout the year. Every follow up and support piece we offer is intentionally designed to secure implementation fidelity and ensure sustainability. We systematically transfer process ownership to district and campus leadership. When the model process is implemented with fidelity, organizational transformation occurs.

The duration for our consulting and professional development services varies, depending on the needs of each campus. Each school improvement plan we develop has a plan that leads to sustainability, which can occur over one or more years depending on the need, budget and number of employees. Our plan will align with school improvement needs and focus on the five tenets of the turnaround or transformation model. We emphasize the importance of the
coaching and job-embedded learning because it helps participants transfer into action all that they have learned. Creating an educational climate and culture with leadership that supports pro-social behaviors and fosters courtesy and respect is essential to high performance and long term sustainability.

Citations

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.
Flippen Group’s leadership team members supporting school improvement efforts are education professionals who achieved distinction in public schools as administrators, coaches and teachers. We have served over 200,000 administrative and instructional staff in more than 7,000 school settings, helping teachers design and deliver exemplary lessons in 46 states. We have mastered the skills of school improvement strategies and personally implemented the models we teach. The primary team supporting Michigan Department of Education school improvement efforts include:

**Jim Rosebrock, Ed.D., Executive Director of Educational Services, Research and Development; Lead Consultant:** provides lead consulting on district level systemic packages and oversees the activities of the research and product development teams. His experience includes 21 years in public education, serving as teacher, collegiate coach, high school principal and deputy superintendent. Every school or district Dr. Rosebrock served during his 11 years as administrator showed increases in student achievement as measured by standardized tests, and the achievement gap was narrowed for all students.

**Michael Holt, Ph.D., National Director of Public School Initiatives and Education Sales; Lead Consultant:** Dr. Holt directs all national educational business development, oversees the sales center and proposal team, and is lead consultant on large scale proposals. He has extensive experience in school “turn-around” initiatives, external school evaluations, and large-scale project management. Dr. Holt has over 30 years’ experience in secondary public schools, including 10 years as principal. He served as Executive Director of Public School Initiatives for the Texas A&M University System, working with nine universities to improve underperforming schools across Texas.

**Bethany Rosebrock, M.Ed., Executive Director of Training and Product Development:** ensures that all professional development activities are sequenced, staffed, conducted and evaluated as planned. She has over 20 years’ experience as a teacher and coach in public schools and is a nationally recognized speaker.

**Tanya Peterson, Director of Customer Services:** has managed the customer service team for more than 10 years. Her team oversees contracts, scheduling, travel, and delivery logistics.

**Carol Holtzapple, Ph.D., Director of Research:** joined Flippen Group in 2006 and uses her background in empirical research methods to develop evidence-based studies to measure program and process effectiveness.

**Debbie Emery, Ed. D., Debbie Payne, M.Ed., and Tammy McKeen, M.Ed., Lead Consultants:** Leadership for in-district professional development, coaching and mentoring for curriculum and instruction, and assessment. Dr. Emery served for over 30 years as principal and associate superintendent in Cypress-Fairbanks ISD, the third largest district in Texas with over 100,000 students. Debbie and Tammy each have over 25 years’ experience as district administrators in public schools and have been national consultants for over 10 years. Walking more than 20,000 classrooms, Debbie and Tammy are experts in helping others develop skills for creating high performance in schools.
Jim Rosebrock
254.721.6198
11429 Falcon Cove, Temple, TX 76502
jim.rosebrock@flippengroup.com

Professional & Community Accomplishments

Professional
Member of Texas Association of School Administrators

Community
Member of Knights of Columbus
Member of Belton Chamber of Commerce
Former Member of Belton Chamber of Commerce Board of Directors
Member of Belton Lion’s Club

Work History

Executive Team
The Flippen Group, L.L.C.,
College Station, TX
2001 - Present

Deputy Superintendent
Belton I.S.D.
Belton, TX
1997 - 2001

Principal
Dripping Springs High School
Dripping Springs, TX
1995 - 1997

Principal
Somerville High School
Somerville, TX
1992 - 1995

Assistant Principal
Giddings Middle School
Giddings, TX
1991 - 1992

Coach
Texas State University
San Marcos, TX
1984 - 1991

Coach/History Teacher
Trinity Valley Community College
Athens, TX
1981 - 1984

Education

Ed.D. in Educational Administration
Texas A&M University
College Station, TX
1996
M.Ed. in Educational Administration
Texas State University
San Marcos, TX
1990

Post-graduate work (18 hours) in History
Texas State University
San Marcos, TX
Stephen F. Austin University
Nacogdoches, TX
1981 - 1982

M.Ed. in Secondary Education
Texas State University
San Marcos, TX
1981

B.S.Ed. in Physical Education and History
Texas State University
San Marcos, TX
1980

References
References are available upon request.
Professional & Community Accomplishments

Statewide Professional Accomplishments
- 2005-09 Statewide District Judge for Texas HEB School Excellence Awards
- 2003-08 Texas P-16 committee; San Antonio City South P-16 Committee
- 2004-07 Texas High School Redesign & Restructuring Project Evaluator
- 2007-08 Texas Curriculum Audit Team Member, Legislative Budget Board
- 2003 Texas Math & Science Teacher Recruitment Committee Chair
- 1999 Texas Principal Induction Committee
- 1998 Texas Professional Development and Appraisal System Review Committee
- 1998 Tarleton Effective Schools Project Administrator of the Year
- 1997 Professional Development and Appraisal System Scoring Standards Committee
- 1997 Region 12 Middle School Principal of the Year
- 1995-2001 Texas School Improvement Initiative Cycle 8 Evaluator
- 1995-2000 Charter Member, Tarleton Principal Action Lab

Community Accomplishments
- 2001 Hillsboro Lions Club Citizen of the Year
- 2001 Hillsboro Optimist Community Recognition Award
- 2000 Hillsboro Lions Club Citizen of the Year
- 1998 Hillsboro Lions Club Citizen of the Year

Work History

Director of Educational Sales
The Flippen Group
College Station, TX
2008 - Present

Executive Director of Public School Initiatives
The Texas A&M University System
College Station, TX
2004 - 2008

Senior Coordinator for Teacher Recruitment and Induction
The Texas A&M University System
College Station, TX
2002 - 2004

Principal
Hillsboro Junior High School
Hillsboro, TX
1995 - 2002

Education
Ph.D.
Texas A&M University
College Station, TX
August 2006

M.Ed.
Tarleton State University
Stephenville, TX
August 1994

B.S. Education
Tarleton State University
Stephenville, TX
May 1978
Bethany Rosebrock  254-780-4008  
11429 Falcon Cove, Temple, TX  bethany.rosebrock@flippengroup.com

Professional Accomplishments
Executive Team: responsible for strategic planning, intentional culture, and personal growth of staff
Product Development: Heads up the development and quality control of all Flippen Group training and products.
Development of training staff: responsible for hiring and training of The Flippen Group professional training staff
National Speaker

Work History

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<tr>
<th>Position</th>
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<th>Location</th>
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<td>Executive Team</td>
<td>The Flippen Group</td>
<td>College Station, TX</td>
<td>1997-present</td>
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<tr>
<td>Teacher/Coach</td>
<td>Dripping Springs High School</td>
<td>Dripping Springs, TX</td>
<td>1994-1996</td>
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<td>Teacher/Coach</td>
<td>Somerville Junior High / High School</td>
<td>Somerville, TX</td>
<td>1992-1994</td>
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<td>District Special Ed. Physical Education Coordinator / Coach</td>
<td>San Marcos High School</td>
<td>San Marcos, TX</td>
<td>1990-1992</td>
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<td>Assistant Women's Basketball Coach</td>
<td>Texas State University</td>
<td>San Marcos, TX</td>
<td>1988-1990</td>
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<td>Area Sales Manager</td>
<td>Dillard’s</td>
<td>San Antonio, TX</td>
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<tr>
<td>Master's Education</td>
<td>Texas State University</td>
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<td></td>
<td>San Marcos, TX</td>
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<tr>
<td>BA Business</td>
<td>Texas A&amp;M University</td>
<td>1986</td>
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<td></td>
<td>College Station, TX</td>
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References

References are available upon request.
Professional & Community Accomplishments

Flippen Group Training Services Director
Create internal systems and processes for quality and growth
Scheduling and event planning for all trainings
Assist with priority customer accounts
Operations Team member
Team Leader for Customer Service/WOW Team
Manage and coordinate the use of training capacity and event contracts

Flippen Group Customer Service
Patient filing
Coordination with Leadership Education Foundation
Vendor coordination
Internal scheduling
Event planning and resource allocation

Work History

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<th>Position</th>
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<th>Years</th>
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<tr>
<td>Training Services Director</td>
<td>The Flippen Group</td>
<td>College Station, TX</td>
<td>2003-Present</td>
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<td>Customer Service Representative</td>
<td>The Flippen Group</td>
<td>College Station, TX</td>
<td>1997-2003</td>
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<tr>
<td>Professional Intern</td>
<td>The Flippen Group</td>
<td>College Station, TX</td>
<td>1996-1997</td>
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Education

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<tr>
<td>Bachelor of Science, Psychology</td>
<td>Texas A&amp;M University</td>
<td>College Station, TX</td>
<td>1997</td>
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<tr>
<td>Associate's Degree, Psychology</td>
<td>Tyler Junior College</td>
<td>Tyler, TX</td>
<td>1995</td>
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References

References are available upon request.
Professional & Community Accomplishments

Research Chemist
• Designed residue detection methods for drugs and toxic compounds for the USDA.

Director of Research and Planning
• Uses background in empirical research methods to develop evidence-based efficacy studies in prevention research.

Publications
• Authored more than 40 publications, including three book chapters and three patents.
• Had two patents that were licensed and commercialized.

Selected References


Work History

Director of Research and Planning
The Flippen Group
College Station, TX
2006- present

Research Chemist
USDA Agricultural Research Service
College Station, TX

Postdoctoral Research Fellow
M.D. Anderson Chemical Carcinogenesis Cancer Institute
Houston, TX
Education

**Ph.D. in Biochemistry and Protein Biophysics**
Texas A&M University
College Station, TX
1989

References

References are available upon request.
Professional & Community Accomplishments

Professional Memberships
- UH Alumni – Past-President, Board of Director
- Texas Association of School Administrators
- Association for Supervision and Curriculum Development
- Delta Kappa Gamma Society International

Provided professional development activities for campus & district administrators
- Leadership Academy II – Future Principals
- Conducted monthly principal meetings for all administrators
- Served on Committees in Cypress-Fairbanks ISD
- Diversity Steering Committee
- Crisis Planning and Intervention
- Bond Election Planning
- Boundaries for Elementary, Middle & High Schools
- Calendar Committee
- Superintendent’s Student Leadership Conference
- Substitute Advisory
- Review of Personnel Recruiting and Marketing

Assisted with Interview Panels in Cypress-Fairbanks ISD
- Principals and assistant principals
- Attorney for CFISD
- Assistant Superintendents – C & I, School Administration
- Athletic Director

Workshops/Training
- Flippen Profile Certification & Leadership Series
- Coaching and Mentoring the Reflective Principal
- School Administrators Skills Assessment Assessor Training (SASA)
- Creative Training Techniques I & II
- Seven Habits of Highly Effective People
- Consensus Training
- How to Deal with Difficult People

Work History

Lead Consultant and Trainer
- The Flippen Group
  - College Station, TX
  - 2008- Present

Associate Superintendent for School Administration & Human Resources
- Cypress - Fairbanks ISD
  - Houston, TX
  - 2002 - 2008
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<th>Position</th>
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<tr>
<td>Adjunct Professor Cy-Fair Cohort</td>
<td>Sam Houston State University</td>
<td>Houston, TX</td>
<td>Fall of: 2000, 2002, 2005</td>
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<tr>
<td>Assistant to Superintendent</td>
<td>Cypress-Fairbanks ISD</td>
<td>Houston, TX</td>
<td>2001 - 2002</td>
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<tr>
<td>Principal Truitt Middle School</td>
<td>Cypress-Fairbanks ISD</td>
<td>Houston, TX</td>
<td>1996-2001</td>
</tr>
<tr>
<td>Principal Metcalf Elementary School</td>
<td>Cypress Fairbanks ISD</td>
<td>Houston, TX</td>
<td>1991-1996</td>
</tr>
<tr>
<td>Principal Bane Elementary</td>
<td>Cypress Fairbanks ISD</td>
<td>Houston, TX</td>
<td>1987-1991</td>
</tr>
<tr>
<td>Assistant Principal, Media Specialist, Teacher</td>
<td>Lieder Elementary</td>
<td>Cypress Fairbanks ISD</td>
<td>1978-1987</td>
</tr>
<tr>
<td>Teacher Inwood &amp; Bethune Elementary</td>
<td>Aldine ISD</td>
<td>Houston, TX</td>
<td>1976 - 1978</td>
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**Education**

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<th>Degree</th>
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<tr>
<td>Superintendent Certification</td>
<td>University of Houston</td>
<td>Houston, Texas</td>
<td>2002</td>
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<tr>
<td>Doctorate in Educational Leadership</td>
<td>University of Houston</td>
<td>Houston, Texas</td>
<td>1998</td>
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<tr>
<td>Mid-Management Certification</td>
<td>University of Houston</td>
<td>Houston, Texas</td>
<td>1986</td>
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<tr>
<td>Masters in Library Science</td>
<td>Sam Houston State University</td>
<td>Huntsville, TX</td>
<td>1983</td>
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<tr>
<td>Bachelor of Science</td>
<td>University of Houston</td>
<td>Houston, TX</td>
<td>1976</td>
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<tr>
<td>Major: Elementary Education</td>
<td>University of Houston</td>
<td>Houston, TX</td>
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<tr>
<td>Bachelor of Science</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Undergraduate courses in Elementary Education</td>
<td>University of Texas</td>
<td>Austin, TX</td>
<td>1973-1975</td>
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</table>

**References**

References are available upon request.
Debra L. Payne, M.Ed.  
254.780.2410  
41 Driftwood Drive, Belton, TX 76513  
debbie.payne@learningkeys.org

Professional & Community Accomplishments

Awards and Honors
1999 - Appointment to U.S. Basics Board of Directors
1996 - Central Texas Workforce Development Board Volunteer of the Year
1993 - Central Texas Workforce Development Board JTPA Educator of the Year
1990 - Scholarship Recipient, Texas Association for Health, Physical Education
1990 - Belton ISD Certificate of Outstanding Service Award
1989 - Scholarship Recipient, Texas State Parent and Teachers Association

Authorship
Co-Author:
Key Targets for Curriculum and Instruction
Data Walks, A Classroom Walkthrough Model
The Design and Delivery of Engaging Lessons

Work History

Senior Consultant/Account Manager  
Learning Keys  
Belton, TX  
2005-Present

Senior Consultant/Project Manager  
Learning 24-7, Teachscape  
2002-2005

District-Level Administrator  
Belton ISD  
Belton, TX  
1990-2002

Education

Master of Education  
Administration and Mid Management Certification  
University of Mary Hardin Baylor  
Belton, TX  
1990

Bachelor of Science in Health, Physical Education, Recreation and Dance/Business Education  
West Texas State University  
Canyon, TX  
1978

References
References are available upon request.
Professional & Community Accomplishments

Awards and Honors
Belton ISD Teacher of the Year - 1983
Scholarship Recipient, Baylor University – Master's Degree
National Association of Curriculum and Development, Member
Phi Delta Kappa, Member

Community
Cultural Activities Center Board Member -1997 – 2002
Community Schools Board - 1999-2002
Region 12 Technology Advisory Board - 1996 – 1997

Work History

Senior Consultant  Learning Keys  2005-Present
Belton, TX

Senior Consultant/Project Manager  Learning 24-7, Teachscape  2002-2005

District-Level Administrator  Belton ISD  1992-2002
Belton, TX

Belton, TX

Elementary School Teacher  Riesel Elementary  1/79 – 8/79
Riesel, TX

Education

Master of Education  Baylor University  1987
Waco, TX

Bachelor of Science in Education  Baylor University  1979
Waco, TX

References
References are available upon request.
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.
2012 Limited Liability Company Information Update

(please print a copy of this receipt for your records.)

ID Number: B9440K
Name: THE FLIPPEPN GROUP, L.L.C.
Payment Confirmation Nbr: 12011224716139
Filed By: LALENA STAVINOHA
Title: AUTHORIZED AGENT
Phone: 518-213-0985
Date & Time: 01/12/2012 15:44:10
Payment Amount: $25.00
Card Type: MC
Reference Nbr: 73115 6602 B9440K 2012

Credit Card Payment was Successful

Thank you for using Online Filings System to submit your annual filing.

The filing may be viewed within the next 24 hours on our Business Entity Search Site.

To complete another filing, click FILE ONLINE below.

https://www6.dleg.state.mi.us/corpsfilings/After_Payment.wc?c=2&m=%22%22&o=1201... 1/12/2012
Cindy Irwin

From: Wil Smith
Sent: Monday, March 19, 2012 2:15 PM
To: Cindy Irwin
Subject: FW: THE FLIPPEN GROUP, L.L.C. - Filing Evidence and Invoice

From: Sara E. Pogorzelski [mailto:spogorzelski@nationalcorp.com]
Sent: Monday, March 19, 2012 2:09 PM
To: Wil Smith
Cc: ARCS_CSRS
Subject: THE FLIPPEN GROUP, L.L.C. - Filing Evidence and Invoice

Good Afternoon Will!

I hope you had an extraordinary weekend! Filing evidence and invoice are enclosed for your most recently filed annual reports.

Please remit payment from the attached as hard copies will not follow.

Thank you and have a marvelous Monday!

Sara

Have you heard about NCR’s “Corporate Transactions & Compliance” blog?
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Sara Pogorzelski
Compliance Service Specialist
Direct Line: 518-213-0885

National Corporate Research, Ltd.
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194 Washington Ave.
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3/19/2012
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THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER 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.

DATE (MM/DD/YYYY): 11/01/2013

CONTACT PRODUCER NAME: FLIPP-1

CERTIFICATE OF LIABILITY INSURANCE

CONTACT
NAME: OP ID: AH
FAX: 979-774-5372
E-MAIL ADDRESS:

PRODUCER
Anco Insurance B/CS
P. O. Box 3889
Bryan, TX 77805
Kathy Gregory, CIC

INSURER(S) AFFORDING COVERAGE NAIC #
INSURER A: Union Insurance Co.
INSURER B: Continental Western Ins Co.
INSURER C: Travelers Indemnity Co.
INSURER D: Landmark American
INSURER E:
INSURER F:

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INSURER D: Landmark American
INSURER E:
INSURER F:

CERTIFICATE OF LIABILITY INSURANCE

CERTIFICATE NUMBER: CPA4249165-17
REVISION NUMBER:

COVERAGES

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

ATTN: Linda Forward, Director
P.O. Box 30008
Lansing, MI 48909

Michigan Dept. of Education
Office of Educ. Improvement
ATTN: Linda Forward, Director
P.O. Box 30008
Lansing, MI 48909

CERTIFICATE HOLDER MICHLA1

CANCELLATION

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

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ACORD 25 (2010/05)

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<th>POLICY NUMBER</th>
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

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