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

**Electronic Application Process**

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

**MDE-SSOS@michigan.gov**

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

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

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

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

**Contact Information**

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation  

OR

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

Telephone:  (517) 373-8480 or (517) 335-4733  
Email: MDE-SSOS@michigan.gov
EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be reviewed if:

1. All portions of the application are complete;

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

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
<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>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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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
<table>
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<tr>
<th>SECTION A: BASIC PROVIDER INFORMATION</th>
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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>
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<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<td>College Entrance Examination Board</td>
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<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<td>The College Board</td>
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<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<td>☑ Non-profit</td>
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<td>☐ Community-Based Organization</td>
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<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<th>6. Applicant Contact Information</th>
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<td>Phone</td>
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<th>7. Local Contact Information (if different than information listed above)</th>
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<td>Name of Contact</td>
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<td>Phone</td>
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<th>8. Service Area</th>
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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.

☑ Statewide

| Intermediate School District(s): | Name(s) of District(s): |
9. Conflict of Interest Disclosure

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

☐ Yes  ☒ No

What school district are you employed by or serve: ______

In what capacity are you employed or do you serve (position title): ______

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

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

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

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
The College Board’s comprehensive school-based instructional programs, services and assessments provide rigorous learning opportunities for students across the spectrum of readiness for career and college, including acceleration opportunities. These programs are designed to provide support for students, teachers and leaders, to provide strong content and delivery systems, to create an environment rich in professional development experiences, and to strengthen the overall achievement of students through a variety of systemic measures.

Serving as foundation for College Board programs, Advanced Placement® (AP) is an effective and research-proven approach to integrating rigor and driving college readiness in secondary schools. Programs in this proposal are components of the AP® system, including: professional development opportunities for teachers and administrators, a framework for rigorous accelerated learning in AP classrooms and in preparation for advanced coursework, and assessments that inform instruction and learner decisions. The system involves programs that use national standards as a foundation, while employing rigorous instruction, nationally normed assessments and professional development as key components.

If the College Board is selected to be included on the Michigan Department of Education’s preferred provider list, then the College Board professional development, exams and data shall be provided to Michigan schools and districts in accordance with the College Board’s then current standard terms, conditions, policies and procedures.

AP and Pre-AP® Professional Development: The integration of any program into a school improvement model must begin with effective and continuous development of teachers and leaders in the schools to ensure that high quality and well prepared teacher and administrators are serving in all of our schools. AP and Pre-AP teacher and administrator workshops are designed to help schools start and support a successful AP program. Starting with a review of the benefits of the Advanced Placement Program® for schools, these workshops explore ways that administrators can provide support for their AP teachers and students. As part of the College Board’s ongoing commitment to providing only the highest-quality professional development for educators, all College Board professional development events are facilitated by consultants who have been formally trained to serve as College Board consultants for their respective programs and/or disciplines. The requirements for College Board consultant selection, training and certification process are explained in the consultant certification policy (available upon request). An in-depth explanation of professional development offerings can be found in Exemplar 3.

SpringBoard® Curriculum – College Preparatory Pre-AP® Program: SpringBoard, the College Board’s official Pre-AP curriculum, is a comprehensive instructional system developed in response to the need for a rigorous, research-based program for all students for college and career success. It is an instructional framework that aligns curriculum, instruction, and assessment through a strong professional development system. SpringBoard is designed to prepare and encourage all students to achieve at high levels in Mathematics and English Language Arts (ELA), in grades six-12.
SpringBoard was designed from the College Board Standards for College Success™ in Reading, Mathematics, and Writing. The program is built on the same rigorous strategies found in AP classes – critical thinking and problem solving, deeper contextual understanding of texts, and advanced vocabulary in all content areas.

Currently in seven schools in Michigan, SpringBoard enables school districts to accomplish the following:

- Increase the rigor of the English/Language Arts and Mathematics curricula.
- Employ Michigan standards and College Board Standards to drive instruction.
- Expand access and opportunity by preparing students for the demands of AP courses, college courses and other post-secondary experiences.
- Provide a core instructional framework that aligns standards, curriculum, instruction, assessment and professional development.
- Promote collaborative interactions between teachers and students and empower teachers through professional development and daily use of effective teaching strategies embedded in instruction.

The SpringBoard instructional system utilizes five synergistic components. Each course centers on classroom-tested Instructional Units that prepare students for AP and college-level work. The core components are:

- **Student Editions**: Culturally relevant, collaborative activities in consumable student books
- **Teacher Editions**: Provide annotated student pages and guides for teachers
- **Professional Development**: First-year and advanced administrator and teacher workshops
- **Assessment**: Embedded in SpringBoard instruction are diagnostic assessments composed of high-quality test items that can be found in the table of contents for each level and course.
- **SpringBoard Online**: Instructional resources, online assessments, correlations to state standards

Utilizing the Understanding by Design model by Wiggins and McTighe, SpringBoard uses a “back-mapping” instructional design that starts with the Embedded Assessments. The skills and knowledge needed for these assessments are scaffolded into the activities leading to each assessment. By using the Embedded Assessment as a starting point, teachers have a clear picture of what students need to know as they progress through units so it is easier for them to adjust the learning to meet individual needs.

Based on their review of the research, Marzano and Pickering advocate that the way to close the achievement gap is by building students' background knowledge especially in the area of Academic Vocabulary development. They recommend identifying 30 or so words per year that students should pay special attention to. They can work on these special terms by using word walls and graphic organizers, and then by using the words in their speaking and writing assignments. SpringBoard English/Language Arts and Mathematics both identify these Academic Vocabulary terms for students in the Unit Openers and highlight the terms in the text and signal Michigan Department of Education
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boxes in the My Notes column of the Student Edition, making them easy to find as the students progress through the materials.

The Mathematics concepts developed in SpringBoard follow a balanced approach of direct and guided instruction, and investigative exploration based on the best means of helping students grasp concepts and applying them in real-world contexts. Direct instruction is used for basic mathematics knowledge and includes worked-out examples and practice problems. Investigative activities require students to explore concepts through discussion and collaborative work as they derive understanding of the Mathematics principles they are learning. SpringBoard requires students to compare, organize, retain, and reflect on new information as patterns of understanding are revised and adapted. This instructional approach supports acquisition of skills outlined by the National Council of Teachers of Mathematics process standards for problem solving, reasoning and proof, communication, connections, and representations.

Formative and diagnostic assessments provide feedback to teachers, enabling them to differentiate instruction. They can assess strategies and the instructional resources that best help the students develop and strengthen their understanding of the specific performance expectations. Assessments also help students know where they stand relative to the standards and provide an additional opportunity for learning through the well-developed feedback.

SpringBoard Online is the companion website to the print-based program and offers the following features:

- Unit assessments
- Correlations to the Michigan Grade Level Content Expectations
- Correlations to district textbooks (upon request)
- Online professional learning community: Peer-to-peer advice and 24/7 access to resources and solutions
- Online mentors for ELA and Mathematics for ongoing teacher support

Advanced Placement® (AP®): AP courses allow students to pursue rigorous, college-level studies while in high school. Through more than 30 college-level courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. In Michigan 13.6 percent of the class of 2009 scored a 3 or higher on an AP Exam while in high school, compared to the national average of 15.9 percent. Taking AP courses demonstrates to college admission officers that students have sought out the most rigorous curriculum available to them. Each AP teacher’s syllabus is developed individually, submitted through an audit process, and evaluated and approved by college faculty from some of the nation’s leading institutions. In addition to the public AP workshops, teachers receive feedback on their syllabi and guidance can be sought on the College Board website. AP Exams are developed and scored by college faculty and experienced AP teachers. AP is accepted by more than 3,600 colleges and universities for college credit, advanced placement or both on the basis of successful AP Exam scores. This includes over 90 percent of four-year institutions in the United States. In 2009, students representing more than 17,000 schools around the world, both public and nonpublic, took AP.
Exams.

In order to assess the implementation of the AP system in a school improvement model, administration of the AP Exam would serve as a capstone assessment for students and a measure of accountability for the schools. In the state of Michigan, students earning a score of 3, 4 or 5 in an AP Exam have the added benefit of having college credit awarded at any of the public higher education institutions.

PSAT/NMSQT®: The effective assessment of readiness of students to engage in an accelerated learning is critical to their learning outcomes and performance. In addition to AP Exams, the College Board offers the PSAT/NMSQT®, a diagnostic assessment to inform college readiness and access and success in AP. Validated with more than one million student records, the PSAT/NMSQT provides students and schools with AP Potential™, a resource to inform decisions around course readiness for more than 30 AP course offerings, scheduling and professional development needs, and overall to inform the effectiveness of the pre-AP experience in the school. Annually, more than 3.5 million students from approximately 23,000 schools across the nation take the PSAT/NMSQT to help them assess the skills necessary for college-level work, enter competitions for scholarships, receive recruitment and scholarship information from colleges, and begin their college and career planning. The College Board offers the Early Participation Program (EPP), an initiative to support the implementation of the PSAT/NMSQT on a district- or statewide basis that is designed to make this valuable assessment resource available to students underrepresented in the higher education pipeline. The EPP intends to increase access and involvement of all students in the college-going process. By engaging students at an earlier age while there is time to inform instruction and learning, the EPP helps increase readiness for college. Districts that participate in the EPP receive discounts, enhanced data, reporting deliverables and other benefits when they agree to inclusively test their students.

“PSAT/NMSQT Connections: Using PSAT/NMSQT Reports to Improve Learning” is a workshop available for mathematics and English teachers, curriculum coordinators, school counselors, and administrators in grades nine, 10 and 11. Educators are trained to use reports based on annual PSAT/NMSQT results to shape instructional goals in the classroom, identify curricular and academic strengths and weaknesses, and understand how to interpret data effectively to spot disparities between their schools/students and state, national, and comparable groups. These reports include: Score Report Plus, Summary Reports, Summary of Answers and Skills (SOAS), AP Potential, and student data on disk.

The PSAT/NMSQT exam reaches scores of students and provides a range and depth of academic and college planning support. Districts receive AP Potential rosters that allow them to proactively plan and develop their AP programs. The results of the PSAT/NMSQT provide students, parents, schools and districts with information on the likelihood that each student will be successful in more than 30 AP courses. Robust and well-researched, this online tool is based on data from more than one million PSAT/NMSQT and AP test-takers.

PSAT/NMSQT is a registered trademark of the College Board and the National Merit Scholarship Corporation and should be so noted in all communications.
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.
AP and Pre-AP Professional Development: High-quality professional development is a vital component of school improvement efforts. A study conducted in 2009 asked whether Pre-AP and AP professional development can improve AP enrollment and performance. Initial results indicated a significant majority of the participants intended to use what they had learned in their schools and felt that it would improve student access to AP. A yearlong follow-up study has been conducted in spring 2010 to determine the extent to which these objectives were actually met.

In a study that followed five cohorts of Texas public high school graduates through the first year and four cohorts through the fourth year of Texas public higher education, researchers found that students who took the AP course and exam significantly outperformed students who only took the AP course and students who only took dual enrollment and other courses (Hargrove, Godin and Dodd, 2008). This was based on GPA, college graduation rate and credit hours earned.

A national study of 72,500 students from 27 colleges and universities showed equally positive results. Students with scores of 5 on AP Exams have significantly higher grades in intermediate courses than non-AP students, even after controlling for prior achievement; students with scores of 3 or 4 on AP Exams have at least comparable grades in intermediate courses to non-AP students (for all but one subject area). AP students graduate earlier than non-AP students (Morgan and Klaric, 2007).

Advanced Placement (AP): Research demonstrates that AP is successful in helping students become college ready. In 2009, 21 percent of the Michigan graduating class took at least one AP Exam during high school, which compares to 26.5 percent nationally. Moreover, 23,349 students from the graduating class of 2009 took at least one AP Exam during high school, compared to 22,496 in the class of 2008 and 16,272 in the class of 2004. Finally, in the last five years, Michigan has seen an increase of 2.8 percent in students who earn a score of 3+, bringing the percentage scoring 3, 4 or 5 to 13.6.

In a statewide Texas study, six-year college graduation rates for African American and Hispanic students rose from 15 percent to 60 percent or higher if a student scored a 3 or higher on at least one AP Exam. In a University of Texas at Austin study, researchers found that students who were given credit for college courses as a result of successful AP Exam scores earned higher college GPAs and took more credit hours in the subject areas of their exams than students who did not participate in AP. Clearly, AP has the capability of providing opportunities to students that will increase their college readiness.

A University of California, Berkeley study “emphatically supports” findings that a score of 3+ on an AP Exam is “a remarkably strong predictor of performance in college.” The study looked at similar students by controlling for differences in GPA scores, school, parental education level and family income. The National Center for Educational Achievement found that among comparable students, those who score
3 or better on one or more AP Exams in the areas of English, mathematics, science or social studies were significantly more likely to graduate from college in five years or less than non-AP students.

In a national study (Mattern, Shaw and Xiong 2009), the results showed that higher performance on AP English Language, Biology, Calculus AB and U.S. History Exams corresponded to higher first-year GPA, and to higher second-year retention rates and attendance, even after controlling for prior academic achievement. Unmistakably, Advanced Placement as a program impacts the professional development of teachers and what is learned in the classroom in a broad-based way.

SpringBoard Research and Program Effectiveness: SpringBoard is built on years of research. Comprehensive longitudinal studies as well as case studies and empirical and theoretical research show that SpringBoard contributes to college readiness for the full range of students in U.S. schools.

In 2008, the Westat organization released a report that found SpringBoard to be a significant benefit in increasing student achievement when comparing the results of SpringBoard and non-SpringBoard school districts. SpringBoard students, at all levels, benefit significantly, with estimated effect on ELA students from 25.5 to 37.3 scale score units or ranging from 2.5 months to more than a year of additional growth per year that is attributable to SpringBoard. SpringBoard Mathematics students at all levels benefit significantly, with estimated effect being from 4.4 to 19.4 scale score units or from between 0.4 to 4.5 months of growth per year that is attributable to SpringBoard. Low Mathematics performers in the two bottom quartiles on average grow the most in a year, with developmental scale score units of 89.9 and 90.1. If students participate in ELA or Mathematics for more than one year, the benefit is additive.

In February 2010, the College Board released results from a longitudinal evaluation that examined the relationship between SpringBoard in high school and AP enrollment and performance. Over a period of four years, schools that purchased SpringBoard for 3 to 5 years had substantially more students taking AP and more students scoring higher than students in high schools that purchased SpringBoard for 1 to 2 years. Also, schools that purchased SpringBoard had a 109 percent and 52 percent increase in the number of African American and Hispanic students, respectively, taking AP. Students from schools not purchasing SpringBoard had a 37 percent increase for African American and Hispanic students taking AP. It was found that schools that purchased SpringBoard had a 34 percent and 30 percent increase in the number of African American and Hispanic students, respectively, scoring a 3 in at least one AP exam. Students from high schools not purchasing SpringBoard had a 27 percent and 26 percent increase for African American and Hispanic students, respectively, scoring a 3 in at least one AP Exam. These and additional research reports, as well as district success stories, can be found at: www.collegeboard.com/springboardsuccess.

PSAT/NMSQT: Development of each PSAT/NMSQT test is guided by content and statistical specifications, approved by development teams composed of 10-15 high school or college teachers. Content validity is built into the PSAT/NMSQT through the choice of appropriate test questions. Depth and breadth of content and
statistical specifications were adjusted to make the PSAT/NMSQT a valid measure of
critical thinking skills, with alignment to curriculum and instructional practice. A
Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading
Sections to Curricula and Instructional Practices (Kubota, Glazer, Johnsen and
Milewski 2005) reported that more than 2,000 high school and college faculty
indicated that the PSAT/NMSQT was well aligned to good instructional practice and
specific course content covered in the classroom. (A copy of this report is available
at www.collegeboard.com/research.)

In a 2006 study, moderate to strong relationships were found between
PSAT/NMSQT scores and high school GPA, years of study within an academic area,
rigorous course participation, academic intensity, and performance/participation in
AP courses (Milewski and Sawtell 2006). This study used national student data and
has high external validity.

Research conducted by M. Ewing, W. Camara and R. Millsap (2006) showed
moderate to strong relationships between PSAT/NMSQT scores and various AP
Exams, years of study within an academic area, rigorous course participation,
academic intensity, and performance/participation in AP courses. Thus, taking the
PSAT/NMSQT is correlated with other college-preparatory activities and may
increase the likelihood a student will be successful in AP courses.

Finally, research conducted on a national scale on the AP Potential component of
the PSAT/NMSQT showed moderate to strong relationships between PSAT/NMSQT
scores and various AP Exams. These relationships were used to build expectancy
tables for the AP Potential tool of the PSAT/NMSQT (Ewing, Camara, Millsap and
Milewski 2007).

References
Ewing, M., W. Camara, R. Millsap. 2006. The Relationship Between PSAT/NMSQT
Scores and AP Examination Grades: Follow-Up Study (Research Report No. 2006-1).
New York: The College Board.
Expectancy Tables Involving PSAT/NMSQT Writing (Research Notes RN-35), New
York: The College Board.
AP and Non-AP High School Experiences (College Board Research Report No. 2008-3).
New York: The College Board.
Alignment of the New SAT Writing and Critical Reading Sections to Curricula and
College Board.
Mattern, K. D., E. J. Shaw, and X. Xiong. 2009. The Relationship Between AP Exam
New York: The College Board.
Morgan, R., and J. Klaric. 2007. AP Students in College: An Analysis of Five-Year
Academic Careers (College Board Research Report No. 2007-4). New York: The
College Board.
and Academic Achievement in High School (College Board Research Report 2006-6).
New York: The College Board.

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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).

As illustrated throughout this proposal, professional development is considered to be a vital component of instructional programming, while serving to sustain the development of teachers, counselors and leaders within the school improvement process.

Advanced Placement professional development is one component of College Board services, providing support for teachers, counselors and administrators that include online resources, workshops, conferences and publications. A multitude of subject-specific Pre-AP and AP workshops provide educators with the support and training needed to develop and teach an AP course. Specialized workshops are available for new and experienced school counselors from the National Office for School Counselor Advocacy (NOSCA).

While engaging in College Board AP and Pre-AP workshops, participants learn tools and techniques for helping students acquire the skills needed to excel in the AP classroom, with special emphasis on the development of critical thinking skills. Participants engage in the following activities:

- Review AP teacher materials, course outlines, content-related handouts, student samples, scoring guidelines and commentary for released AP Exam free-response questions.
- Take part in discussions about learning techniques and content-specific strategies to prepare students for success in AP course work, review data related to student performance on AP Exams and the exam scoring process, and become acquainted with electronic media used to support AP teachers (for example, AP Central® and electronic discussion groups).
- Review new materials, including content focused on an important theme in the course.

Several workshops help administrators learn how to use data effectively to promote equitable growth and provide tools for assessing strengths and weaknesses of existing AP programs, with an emphasis on areas of future growth. Finally, the workshops cover specific administrative topics, such as models for obtaining financial support from community organizations, effective school policies (e.g., grade weighting, setting expectations for exam taking) and effective use of block schedules in offering AP courses.

An additional workshop available for leaders is a Pre-AP instructional leadership offering, “Using Data to Improve Student Performance.” This interactive workshop provides participants with tools that help them access, interpret and use data to improve student performance. They learn strategies for addressing equity and access, creating effective leadership and instructional alignment teams, and supporting teachers as they prepare students for AP and college course work.

School counseling professional development workshops include the National Office...
for School Counselor Advocacy’s “Use of Data as a Tool for Systematic Change for School Counselors.” This workshop provides school counselors training on how to access, analyze, disaggregate and cross-tabulate longitudinal data linked to student achievement through sources such as national databases; state, district and school report cards; and other sources such as College Board reports. Participants also learn how to assess their current programs and services to begin the process of developing a data-driven school counseling model.

The SpringBoard program is a rich, multi-layered curriculum that goes beyond a text to provide a comprehensive, coherent, vertically articulated curriculum framework of the mathematical skills and knowledge for students. In order to successfully deliver this model of rigorous instruction for all students, teachers need to actively engage in content rich, deep and ongoing professional development.

Prior to initial implementation, district leadership engages in an Administrator Workshop, which is available with the initial purchase and provides leaders with skills and knowledge they need to plan, lead and monitor first year implementation. Participants gain knowledge of the program and participate in a walkthrough of Teacher and Student Editions. Attendees receive classroom and program implementation tools to monitor the effectiveness of their implementation against their goals and expectations.

Beginning with a four-day Initial Institute, SpringBoard provides workshops to support teachers, administrators and student success. These professional development activities span multiple years. The goal is to successfully build internal district/school/teacher capacity to sustain and maintain the program using internal resources.

The initial four-day institute prepares teachers to use the SpringBoard framework to plan and deliver effective standards-based instruction to meet the needs of ALL students. The institutes focus on SpringBoard content, the CBSCS and the Grade Level Content Expectations (GLCE). Participants learn to use the Embedded Assessments as a starting point for planning instruction and to deliver SpringBoard activities that effectively incorporate teaching and learning strategies that empower students to become successful, reflective learners. Each attendee receives an Annotated Teacher’s Edition for the SpringBoard level she or he will teach.

A two-day Advanced Teacher Workshop is recommended for all SpringBoard teachers who have attended and completed the four-day Initial Institute. Attendance at this workshop is critical for the experienced SpringBoard teacher who wants to refine instructional delivery, and maximize the benefits of using formative assessment data to support high levels of student achievement. In addition, after the first year of implementation, administrators can engage in an Advanced Administrator Workshop. This one-day workshop trains school and district administrators how to use advanced tools for coaching teachers on how to improve instruction, monitor student learning and monitor building implementation over time.

A variety of additional training opportunities exist, including: Curriculum Mapping, Scoring with Rubrics, and Cognitive Coaching, all designed to provide teachers and leaders with the capacity to sustain SpringBoard with fidelity.
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)
With the needs of LEAs in the state of Michigan as its focus, the College Board proposes use of our professional development, the SpringBoard and Advanced Placement programs, and the PSAT/NMSQT assessment. These programs align with the State of Michigan’s School Improvement Grant application and federal guidance.

The priorities the state has set forth in their application, pertaining to the Turnaround and Transformation models, are priorities with which College Board programs and services align. Specifically, Michigan’s application describes the process by which schools select external providers, including presentation of evidence of success in school improvement and in matching needs of students and educational solutions. Our organization meets the requirements of the state in applying as an external provider.

Within the Turnaround Model, our professional development meets and exceeds the requirement of providing staff “ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.” Importantly, our programs promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Finally, the College Board’s Advanced Placement Program was designated specifically within federal guidance for School Improvement Grants for its value as an exemplar within the Transformation Model as a comprehensive instructional reform strategy (Final Requirements for School Improvement Grants as Amended in January 2010).

With specific regard to the College Board’s work in Standards and Curriculum Alignment, our organization has designed a team of experts trained in standards alignment. This team supports district and state partnerships centered on strengthening the rigor and alignment of standards and curriculum to college readiness. They provide ongoing alignment data, reports and consulting services, including aligning College Board programs to district, state and national standards.

Extensive effort has been devoted to the College Board Standards for College Success (CBSCS), a national model of college readiness standards in English Language Arts, Mathematics and Statistics, and Science, as well as the emerging Common Core State Standards. This has enabled the organization to provide a robust set of standards alignment services. This initiative seeks to create a common core of English Language Arts and Mathematics standards that

» are internationally benchmarked;
» align with college and workplace expectations;
» include rigorous content and applications of knowledge; and
» are based on evidence.

The College Board’s expertise in standards, assessments and college readiness
research continually inform this project, and College Board content specialists have helped develop these standards. This team has the expertise and technical ability to align College Board assessments, existing state standards, and district curriculum to the Common Core State Standards.

The CBSCS outline a clear and coherent pathway to Advanced Placement (AP) and college readiness with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but to succeed in college and 21st-century careers. The College Board has published these standards to provide a national model of rigorous academic content standards that states, districts, schools and teachers may use to vertically align curriculum, instruction, assessment and professional development to AP and college readiness.

The standards advisory committees relied on college readiness evidence gathered from a wide array of sources to design and develop the CBSCS. These sources include national and international frameworks such as National Assessment of Educational Progress (NAEP), Programme for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS); results of surveys and course content analyses from college faculty regarding what is most important for college readiness; assessment frameworks from relevant AP Exams, the SAT, the PSAT/NMSQT, and College-Level Examination Program® (CLEP®) exams; and selected university placement programs.

Beginning with the end goal in mind, the committees first defined the academic demands students will face in AP or first-year college courses in English, mathematics and statistics, and science. After identifying these demands, the committees then backmapped to the start of middle school to outline a vertical progression, or road map, of critical thinking skills and knowledge that students need to be prepared for college-level work.

In summary, states and districts are encouraged to consult the CBSCS as a guiding framework to strengthen the alignment of their standards, curriculum and assessments to college readiness. The College Board is able to offer standards and curriculum alignment services to states and districts, providing independent reviews of standards, curriculum and assessments. College Board content specialists use established alignment methods and review criteria to analyze the alignment and offer meaningful findings and recommendations tailored to a state’s or district’s needs.
Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)
The College Board is pleased to submit multiple program offerings to the Michigan RFP for External Providers. Our programs marry a focus on acceleration and high academic standards for students and comprehensive, high-quality teacher and administrator professional development. They are designed to be manageable with school and district leader support, while College Board regional staff members are prepared to work consistently and closely with the district to strengthen and grow these programs. Specifically, the state of Michigan is supported by a team of College Board staff, experienced educators and support staff currently working with schools and districts across the state. While schools and districts will be capable to sustaining these programs autonomously, the organization is committed to continuing supportive efforts through the following team members:

- Michigan Educational Manager - Provides consultative support and serve as a liaison between the school, the district and the services of the College Board
- Michigan Regional Associate – Provides support in the scheduling of professional development and connecting the districts and schools to College Board services
- SpringBoard Specialist - Focuses on the effective implementation of the SpringBoard curriculum and program
- Director of District Outreach – Provides support to districts and schools in the pursuit of federal and state funding streams to maintain and expand initiatives to drive college readiness

District and State Partnerships
The Florida Partnership and the states of Indiana and Michigan are examples of College Board models that provide evidence of the College Board’s successful and sustainable service, which will increase rigor and reform.

Florida Partnership: Since 2003, Florida has been a leader in increasing student participation and performance in the AP Program. Through a far-reaching set of initiatives embodied in the College Board Florida Partnership for Minority and Underrepresented Student Achievement, the State of Florida has dramatically expanded AP participation and performance among African American and Hispanic students. As a result, the percentage of AP students who are Hispanic exceeds the percentage of non-AP students who are Hispanic. Florida also continues to have the greatest number of African American AP Exam takers, the greatest number of AP Exams administered to African American students, and the greatest number of AP scores of 3 or higher received by African American students, when compared to all other states.

Indiana: Since 2007, the state of Indiana and the Department of Education have partnered with College Board’s Midwest Office to provide the PSAT/NMSQT to students statewide. Although our state relationship existed far in advance of a state agreement, this initiative has increased the number of students who have access to this assessment and increased the number of educators who can access the AP Potential tool, exponentially. Within the partnership’s unique model, a Senior Educational Manager based in Indianapolis provides intensive school-level support to leadership and staff working directly with Indiana’s students. Through workshops that address the use of the PSAT/NMSQT’s tools and resources, students are able to better understand the test results and educators are better equipped to work with Michigan Department of Education

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students in individual, group or classroom settings. Summary of Answers and Skills Workshops are facilitated through the state alongside educational service center staff. In addition, yearly discussions regarding the state’s Advanced Placement data and another meeting to discuss the overall picture of SAT, PSAT/NMSQT, and Advanced Placement performance are conducted with state officials.

In conjunction with the PSAT/NMSQT agreement, the Senior Educational Manager coordinates a statewide convening of educators from school-based and higher education entities in addition to hosting members of the Indiana Department of Education. This Indiana Advisory Council acts as an advocacy group and a sounding board for educators to share best practices and needs, and a forum to discuss future initiatives for students and educators in the state.

Michigan: Numerous examples of district-level work exist within Michigan and indicate a continuing effort to support educational achievement for students in the state. For example, throughout the past several years, State Educational Managers have worked with Ann Arbor Public Schools, Grand Rapids, Southfield Public Schools, Utica Public Schools, and Detroit Public Schools on initiatives that range from SpringBoard adoption, to increasing the number of students who have access to the PSAT/NMSQT, to making strides to grow district AP programs.

Hillsborough County, Florida: Since partnering with the College Board two years ago, in Hillsborough County, students have dramatically improved in the areas of AP enrollment and AP success. An increase of 20 percent in the numbers of students taking AP classes and approximately 20 percent in the number of students taking honors-level classes has occurred. Teachers embraced the SpringBoard Pre-AP curriculum. District funds have been re-allocated in areas of college readiness. Providing AP support classes, PSAT/NMSQT for ninth and 11th graders, SAT for all 11th graders, funds for extended learning programs for AP and honors tutorials, AP training for all teachers who request it, SpringBoard training for all teachers in English and math, AP potential training and SOAS training are all now funded by the district to support a College Readiness Initiative.

In Hillsborough, leadership training has occurred at multiple levels. Meetings provide principals and supervisors with the latest in educational research, leadership and strategies to establish and maintain a college-going culture at their sites. Another valuable activity is the sharing of data for school-based administrators. Principals take this data and make it part of their PLC’s, data chats and school improvement plans. Many have now implemented vertical teaming with middle school feeders to ensure that students are prepared when they arrive in the ninth grade. The implementation of SpringBoard; increases in the number of AP classes offered; training provided for teachers, counselor and administrators; and creation of a college readiness culture all relate back to the partnership and the commitment of the College Board to move students toward this goal.

In closing, The College Board works closely with districts and schools in generating the knowledge base and expertise necessary within the schools, and promotes and supports train-the-trainer models. An example is the possibility of teachers from within the system being trained and certified as SpringBoard trainers. We seek to collaborate with Michigan’s approved School Improvement External Providers in their developed Sustainability Plan. This collaboration and multiple partnerships would be necessary in order to implement a sustainable plan with fidelity for Michigan’s lowest-performing schools.
**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)

Through the Midwest Regional Office of the College Board, staff members provide consultation and support to Michigan schools and districts in advancing college readiness through low, medium and high touch engagement depending on their needs and priorities. Regional office staff members include prior educators dedicated to advancing the mission of connecting students to college success through work with school districts, colleges and universities.

Myisha Roberts, Educational Manager of K-12 Services and Ted Gardella, Senior Director of K-12 Services, work in providing services to Michigan LEAs.

Myisha Roberts is responsible for managing the relationship between the College Board and school districts in Michigan. Roberts began her career as a teacher in the Los Angeles Unified School District and has worked extensively in the for-profit and not-for-profit education sectors in the areas of advocacy, consulting, project management and research. Prior to joining the College Board in February 2010, she worked as a senior education consultant for Kaplan K12 Learning, Inc. where she was responsible for managing site-based consulting staff and the implementation of customized solutions in instruction, assessments and professional development with district partners in the state of Missouri.

Ted Gardella serves the Midwest Regional Office as Senior Director of K-12 Services. He joined The College Board in 2010, having served as superintendent for LakeVille Community Schools and Howell Public Schools in Michigan for several years. Gardella has worked in various leadership roles for the Saginaw, Chelsea, and Battle Creek districts, having begun his career teaching mathematics at Bloomfield Hills Public Schools.

When selecting additional staff to serve LEAs and schools in Michigan improvement initiatives, the following criteria would be required:

- Bachelor’s degree, although a Graduate or Professional degree is preferred.
- At least five years of directly related, progressively responsible work experience in a managerial or professional position in education or a related field. Project management and supervisory experience are also required.
- Possess a passion for education and commitment to the College Board’s mission of promoting educational equity, access, and excellence for students of all backgrounds.
- Possess an interest in the K-12 arena and the strengthening of partnerships between K-12 districts and higher education institutions.
- Extensive knowledge of school district needs and the ability to identify and meet its needs.
- Ability to work effectively as a team member and to utilize verbal and written communication skills, including public speaking.
- Extensive knowledge of the academic environment, especially the secondary level.
- Teaching, counseling and/or administrative experience at the secondary or post-secondary level.
- This position will be subject to a background check.

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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**