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
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>
</tr>
<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>
<td>15</td>
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<td>6. Staff Qualifications</td>
<td>15</td>
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<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
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<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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</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>
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<tbody>
<tr>
<td></td>
<td>Institute for Student Achievement</td>
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<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<tbody>
<tr>
<td>Institute for Student Achievement</td>
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<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tr>
<td>☐ For-profit</td>
<td>☐ Community-Based Organization</td>
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<tr>
<td>☐ Institution of Higher Education</td>
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<td>☐ Community-Based Organization</td>
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<td>☐ School District</td>
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<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>☐ Other</td>
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<td>(specify):</td>
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### 6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
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</thead>
<tbody>
<tr>
<td>Adalberto Andino, Vice President</td>
<td>516-812-6722</td>
<td>516-812-6701</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</thead>
<tbody>
<tr>
<td>One Old Country Road, Suite 250</td>
<td>Carle Place</td>
<td>NY</td>
<td>11415</td>
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<table>
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<tr>
<th>E-Mail</th>
<th>Website</th>
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<tbody>
<tr>
<td><a href="mailto:aandino@isa-ed.org">aandino@isa-ed.org</a></td>
<td><a href="http://www.studentachievement.org">www.studentachievement.org</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>
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### 8. Service Area

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

| ☑ Statewide |

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
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</thead>
<tbody>
<tr>
<td>Detroit Public Schools</td>
<td>Detroit Public Schools</td>
</tr>
</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 ☒ 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 Institute for Student Achievement (ISA) is a 20 year old nonprofit organization that partners with school districts to turn around underperforming and failing high schools and transform them into academically rigorous, personalized schools that graduate students prepared to be successful in college. ISA improves the lives of students in some of our country’s most challenging public high schools where over 70% of students are eligible for free lunch and nearly two-thirds start ninth grade with deficits in reading and mathematics. These students fare the worst in faceless, crowded high schools where expectations are low, support is missing, and teacher turnover rates are high. Although these students hope to improve their lives through education, very few survive the poor learning environments and inadequate educations they receive. This is not the case in ISA partner schools. ISA is able to transform school communities by improving the school structure, staffing, and the level of instruction offered, and by enhancing the level of commitment of students and adults in the school, resulting in increased student performance on standardized tests and higher attendance, graduation, and college-going rates.

ISA accomplishes this task with a focus on changing the culture of the school from one of failure to one of college going by redesigning the school structure, the instructional program and the support systems for both teachers and students. The ISA school transformation model has proven scalability and sustainability. ISA is currently partnering with 80 high schools attended by 20,000 students clustered in six states.

Under the leadership of Dr. N. Gerry House, a nationally recognized educator, ISA has developed a comprehensive model for the transformation and turnaround of high schools based on the small-school strategy. As a district intermediary, ISA has demonstrated that small, highly supportive, intellectually challenging learning environments that foster meaningful and sustained relationships between teachers and students can enhance student motivation, facilitate rigorous learning, and help students attain higher levels of confidence and achievement.

ISA’s Delivery System

The ISA model for high school turnaround uses a phase-in/phase-out approach during which time ISA works to concurrently phase out the existing school (which becomes the Senior Academy) and phase-in new smaller, autonomous schools in the same building. This two-pronged strategy addresses the issue that failing high schools are characterized by a culture of failure, the tenacity and pervasiveness of which undermine improvement strategies. The strategy of starting up new schools in the same building frees the district and new schools to very quickly establish a new culture with norms, practices and staffing patterns designed for success, unencumbered by the history of failure and the failing culture of the existing school. The new schools are organized as a constellation of academic and social-emotional safety nets for students and teachers: students do not fall through the cracks and teachers are not isolated, can regularly engage in collaborative problem solving, and be collectively accountable to each other, their students, and their school’s mission.

A clear, explicit set of non-negotiable principles defines the ISA Transformation/Turnaround Model. These principles are based on ISA’s achieved effectiveness and

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

8
current educational research. ISA works with each school to develop a customized plan of how the ISA principles are operationalized in the school’s organizational, instructional, counseling, and parent involvement components. They are:

1. **College Preparatory Instructional Program:** Preparing all students for college: Beginning in the ninth grade, students will view themselves as future college students and, through their four years in high school, be prepared for admission to and success in college.

2. **Distributed Counseling:** Building a safety net of support services across the school: ISA’s unique model of Distributed Counseling™ ensures that all members of the school have a role in making it a caring community. All the adults in the school are responsible for knowing students well and providing a caring, safe and supportive environment for them. Students also take a proactive role in activities such as peer mediation and conflict resolution.

3. **Dedicated Team of Teachers and Counselors:** Providing a consistent, four year support network: Throughout their four years of high school, students will have worked with a consistent team of teachers and a counselor. This structure personalizes the school environment, creates strong, long-term connections between students and their teachers and counselor, and ensures that the support network is engaged and knowledgeable. The strong relationships generated by the team organization enables teachers to elicit higher levels of student performance.

4. **Continuous Professional Development:** Establishing a professional community: ISA will have provided teachers and principals of small schools with continuous professional development opportunities including the ISA Summer and Winter Institutes and individualized onsite coaching on issues ranging from classroom management strategies to the design and implementation of inquiry-based projects to performance and portfolio assessments.

5. **Extended School Day and School Year:** Extending personalized and challenging learning opportunities: An extended day/extended year program that enables staff to provide students with structured time, individual attention and other supports necessary for their success with the school’s challenging, college preparatory curriculum will be operational.

6. **Parent Involvement:** Encouraging parents to participate in their children’s education: Teachers and counselors will keep parents informed of student performance, and work together as a team to provide strong support.

7. **Continuous Organizational Improvement:** Program accountability: monitoring progress and refining program components: Schools will use multiple mechanisms to assess their organizational and program effectiveness.

The ISA reform model is not an “add on” menu of services that makes some small changes in the school. Rather, it is a total school reform model that addresses all aspects of school operation and instructional program. Using its 7 principles as benchmarks, ISA collaborates with the school district on the design and implementation of new smaller, personalized and intellectually demanding high schools that will grow one grade per year in the existing school building over a 4 ½ year period, while the existing school (Senior Academy) is systematically phased out. The overall school planning, launching, and development process is managed by ISA’s leadership while the development of individual schools is guided by ISA external coaches and a local program manager who are experienced school leaders.
practitioners with instructional and leadership experience.

Planning Period – School development begins with a planning period, during which the following occur: 1) recruitment and selection of a school principal for each new school opening in the building; 2) new school visioning and proposal development; 3) teacher recruitment and hiring for new schools; 4) student recruitment; 5) design and development of the school structure and instructional program; 6) job-embedded professional development for school teams; 7) offsite professional development at the multi-day ISA Summer Institute.

Four-Year School Development Process: - The new schools open with a cohort of approximately 100 ninth grade students. Each school grows one grade per year, until at the end of a four year period, the school serves approximately 400 students in grades 10 – 12. The number of new schools that open in a school building is dependent on the number of students enrolled in the large existing high school. During the four years of school development, when the new schools are growing one grade per year, onsite coaches and an ISA program manager continue to support the school community in the implementation of the ISA principles. The manager also works with the relevant district personnel and a district school improvement liaison to align school transformation and development within district structures, union regulations and state mandates.

The schools develop an instructional plan characterized by these features: 1) curriculum is aligned with state standards and assessments; 2) instruction focuses on inquiry, higher order thinking, and literacy and numeracy across the curriculum; 3) external learning opportunities including internships and college courses; 4) systems of interventions for struggling students; 5) use of multiple sources of student data to drive decisions about student interventions and instruction.

Senior Academy – The development of the new schools is accompanied by the simultaneous phase out of the existing school so that the integrity and quality of the educational program provided to the students in grades 10 – 12 is not compromised, and that parents and students have confidence that the education students are receiving will enable them to graduate prepared for a future of choices, which includes post-secondary educational opportunities and the world of work. The Senior Academy is organized to promote personalization and a rigorous academic program designed to ensure graduation and post-secondary careers or education.

The Senior Academy begins as a 10th – 12th grade school and phases out one grade per year as students are accepted into the new smaller schools located in the building. The Senior Academy has its own staff and principal trained and supported by ISA, and contiguous space separate from the start-up schools. The school is organized as a safety net for students. Each grade is organized into a teaching team of core discipline teachers and a counselor who teach the same cohort of students. Advisories provide each student with an adult advocate who knows him/her well and is responsible for family contact. Case management and parent involvement strategies and developed and implemented.

Support Systems to ensure success
ISA’s Distributed Counseling™ component contributes to personalizing the high school experience, enabling the school to effectively serve a unique and diverse student population. Distributed counseling is a comprehensive system for ensuring that all students, including ELLs and Special Needs Students receive the academic support they need.
and social support they need for their intellectual development, success in school, and capacity to move on to postsecondary education. In traditional high schools, teachers are responsible for the academic progress of students taking those teachers’ classes, and the guidance counselor is responsible for addressing any social or emotional problems that may emerge. In contrast, in the system of distributed counseling, teachers and a counselor regularly work together as a team to support students’ academic and social-emotional development. Teachers and counselors have an expanded role in supporting students’ success. Teachers find that when they form strong relationships with their students, they are better able to support them and to demand more from them academically.

Under distributed counseling, a dedicated team of academic teachers and a counselor take responsibility for the academic, social, and emotional development of a relatively small number of students – a number they can reasonably be expected to know well. Responsibility for guiding students academically and socially is integrated and distributed across the team of teachers, administrators and counselors working with students rather than being compartmentalized in any one individual, as is typical in traditional high schools.

ISA does not advocate for any one prescribed model for its schools to follow implementing distributed counseling. Instead, ISA supports each team as it develops its own program, one that is appropriate to that team’s goals, contexts, and students.

Summative Assessment Systems-

In order to support the new school’s organizational development, effective implementation of the ISA principles, and a culture of continuous improvement, ISA’s strategic partner, The National Center for Restructuring Education, Schools, & Teaching (NCREST) at Teachers College Columbia University, provides schools with different kinds of assessments and data to guide them. These short-cycle assessments provide student performance results from fall and spring assessments in writing and math that are aligned with state standards, and a student survey administered in 9th and 11th grades that measures students’ sense of self-efficacy, aspirations, ambition, and attitude toward school.

Additionally, ISA provides schools with Walkthrough Rubrics to self assess student and program outcomes. Structured walkthroughs using the rubrics as guidance are conducted by school staff and the ISA coach so schools can assess their implementation of ISA principles and see where and how the principles are effectively implemented and to raise questions on where growth is needed.

These multiple forms of data enable schools to track students’ progress and make instructional and organizational decisions targeted toward more in-depth implementation of ISA principles and improvement of student outcomes. These multiple forms of data also guide ISA decision making on professional development and resource allocation.
Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

ISA believes that in highly-supportive small high schools, meaningful, sustained relationships develop between teachers and students that facilitate higher student motivation, achievement and aspirations. Research findings conclude that small school size can support conditions and practices that produce highly desirable educational outcomes (Raywid, 1999). High schools with small enrollments support higher levels of intellectual performance, reduce the negative effects of poverty, and result in more equitable academic achievement across racial, ethnic, and socioeconomic groups (Darling-Hammond, Ancess, and Wichterle Org, 2002). In smaller environments, students are likely to develop a stronger sense of school affiliation, which is associated with more participation in school activities, higher attendance and graduation rates, and improved classroom discipline and school safety (Raywid, 1996).

MDRC, a nonprofit, nonpartisan social policy research organization dedicated to learning what works to improve the well-being of low-income people conducted a large and rigorous study of small high schools in New York City that had been created from the reorganization of large, failing high schools. The study was funded by the Gates Foundation. Fourteen ISA schools were included in the study. Open to students at all levels of academic achievement and located in historically disadvantaged communities, the schools showed an increase in academic achievement. The study showed provided clear and reliable evidence that in a relatively short span of time, it is possible to replace underperforming high schools in poor urban communities with schools that help students attain high levels of performance. Specifically,

• By the end of their first year of high school, 58.5% of students are on track to graduate in four years, compared with 48.5% of comparison students. These positive effects are sustained over the next two years.
• By the fourth year of high school, small schools increase overall graduation rates by 6.8 percentage points, which is roughly one-third the size of the gap in graduation rates between white students and students of color.
• Small school positive effects are seen for a broad range of students, including male high school students of color, whose educational prospects have been historically difficult to improve.
The study also found that small size by itself is not enough to result in positive results for poor, minority students. School size needs to be combined with a comprehensive model that includes academic rigor, personalization, and community partnerships, all characteristics of the ISA model.

ISA’s effectiveness has also been documented by an independent external evaluation conducted by the nationally recognized, Washington- based Academy for Educational Development (AED). AED’s evaluation uses both quantitative data (student achievement records, teacher and student surveys) and qualitative data (site visits, interviews of key school and ISA staff, and classroom observations).

This longitudinal study follows two cohorts of ISA students who were ninth graders in 2003 and 2004 and compares their achievement outcomes with those of similar students at other large high schools, matched to the ISA schools based on student characteristics. Controlled background factors include race/ethnicity, free
lunch status, special education status, over-age for grade, gender and grade eight reading and standardized test scores. All odds of ISA student achieving the particular outcomes of interest are determined using multi-level analyses. The study finds that Grade Promotion – Grade promotion is a key indicator if high school success and graduation: 9th graders who are promoted to 10th grade are 3.5 times more likely to stay in school and graduate in four years. Controlling for background factors, ISA students were more than 5 times as likely as comparison students to be promoted to 10th and 11th grades, and more than 3 times as likely to be promoted to 12th grade.

Attendance – ISA students had higher attendance than comparison peers. Controlling for background factors, 12th graders attended, on average, 3.5 more days per year.

Regents Exams (New York State Standardized Subject Area High School Exams) – By 12th grade, 93% of ISA students passed each of the required Regents exams (English, Math, Global Studies, History and Science).

Credit Accumulation – Along with grade promotion, credit accumulation is a key indicator of students’ progress towards graduation. In NYC, most dropouts (93%) were found to be overage and under-credited, showing the strong correlation between lower credit accumulation and dropping out of school. NYC requires a total of 44 credits to graduate. Controlling for background factors, ISA students earned, on average, 6.3 more credits in four years than did their comparison peers, having attempted 2.9 more credits. ISA students also took more classes and failed fewer credits in core subject areas. ISA students were 42% less likely than comparison students to fail any core subject course.

Dropouts – The four-year dropout rate for ISA students was 7.2%, compared with 14.3% for comparison students and 13.5% citywide. Controlling for background factors, ISA students were half as likely to dropout as comparison students.

Graduation – 79% of ISA students graduated in four years, compared with 63% of comparison students. Controlling for background factors, ISA students were 31% more likely to graduate than comparison students. The ISA student graduation rate also exceeded the city-wide four-year graduation rate in 2008 of 66%.

College Preparation – 90% of ISA seniors planned to attend a two or four-year college in the following fall. A majority of seniors reported receiving critical supports for college enrollment including visiting colleges and attending college fairs. They also reported receiving advice and guidance from teachers and counselors in completing college and financial aid applications and in selecting schools to apply to.

City University of New York (CUNY) Persistence – The dropout rate for college students nationwide, particularly student enrolled in two-year programs is alarming. Nationwide, only half of first-time college-goers enrolled in two-year programs, and three-fourths of four-year college-goers, continued to the second year of college. 88% of graduates in the CUNY bachelor’s degree program and 69% in the Associate degree program persisted into their second year.

Note: It must be recognized that according to NCLB requirements, all low performing high schools are required to implement strategies for improving student achievement. Therefore, all comparison students received some type of intervention aimed at increasing their achievement. The interventions implemented
for the comparison students were less effective that the ISA model.

ISA has 10 years of experience in partnering with schools and districts nationally to create new small, personalized and academically rigorous schools in either in school buildings that housed large, failing high schools, or as stand-alone schools in new space. ISA is recognized by major funders and school districts as an experienced turnaround organization that is capable of managing and coordinating resources from a variety of internal and external funding sources. ISA has received major grants and financial support from leading funders, including the United Way, AT & T Foundation, the USDOE, the NYC Dept. of Education and Gates Foundation, and has a proven track record in major cities including New York City, Atlanta, Detroit, and Buffalo.

The ISA model is able to work in diverse schools because it is flexible enough to adapt to local needs, but consistent where it counts. ISA schools are not intended to be cookie cutter models, but rather enactments of ISA’s principles in ways that are contextually appropriate to each school, reflecting their values, interests, and concerns.
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).

The ISA model is designed to build the capacity of the school community by providing intensive and ongoing job-embedded professional development for school leaders, teachers, counselors and support staff. ISA’s work with the school is built on the foundation that each school staff is unique, with its own needs and level of expertise.

ISA coaches and local program manager begin by working onsite at the school weekly with a school leadership/design team during the planning period to write a school design plan in which they articulate the vision and organizational design, including the implementation of the ISA principles for their school. Contrary to off-the-shelf packages, ISA schools are not intended to be cookie-cutter models, but rather enactments of ISA’s principles in ways that are contextually appropriate to each new school community, reflecting their values, interests, and concerns.

During the four school development years, ISA continues to provide both onsite and offsite professional development opportunities.

ISA Onsite Coaches - ISA’s coaches, who are at the school weekly, work with teachers and leaders in specific areas, including analysis of student achievement data, developing a college preparatory, inquiry-based instructional program and college going school culture, establishing communication and engagement plans for parents and outside organizations, and structures for implementing distributed counseling. They also can train school leaders in effective teacher evaluation practice, establishing a school vision, school budgeting, staff and student recruitment.

The coaches utilize an inquiry approach so that activities align with needs and effectively address those areas on which the school is focusing. Activities are customized and defined by the faculty, and can include one-on-one, in, and out of classroom sessions, workshops, retreats, and specific content area coaching.

ISA Summer Institute - ISA schools attend the annual offsite ISA multi-day Summer Institute. At the Institute, school leaders, teachers and counselors spend uninterrupted days of curriculum and instructional development with colleagues from other ISA schools, and with colleagues working in the same area of pedagogical interest (e.g. differentiated instruction). Expert practitioners, university faculty and renowned educators (e.g. Larry Cuban, Tony Wagner, Deborah Meier) work with school faculty in two strands: curriculum development and team development.

The curriculum development strand includes sessions in math, science, social studies, English language arts, and counseling, as well as sessions in interdisciplinary projects, differentiated curriculum, and literacy for struggling adolescent readers. Sessions address teachers’ challenges concerning the use of an inquiry an approach in the context of local curriculum mandates and high-stakes tests. Teachers explore strategies designed to engage students and stimulate these young people to discover, think, understand, and create. With these knowledge tools, participants redesign segments of their syllabi for inquiry-based instruction and create lessons they will use during the coming school year. They also explore multiple templates for organizing and composing curriculum.

During the team development strand teachers engage in team activities with their
colleagues to develop their school’s action plan for the upcoming year, expanding their role beyond the traditional boundaries of content area disseminator to include school community leadership roles. Teams can also schedule customized professional development with providers whose work they want to apply in their schools. The blocks of “team time” offer teachers opportunities to become members of a professional community, and develop leadership skills.

Thematic sessions are held which give participants the opportunity to explore diverse approaches to implementing ISA principles in the areas of instruction, counseling, and personalization.

Winter Institutes - Several separate winter institutes are provided for teachers, administrators, and counselors. The institutes continue the work of the Summer Institute and focus on development of inquiry-based learning projects, distributed counseling implementation, and instructional leadership. Where possible, Summer Institute instructors also lead Winter Institute sessions. Teacher sessions are spread across the year so participants can implement and assess their curriculum units, learn what challenges the implementation of inquiry curriculum presents, share those challenges with Winter Institute faculty and colleagues, obtain feedback on resolving challenges, and determine what their next steps will be. In the intervals between sessions, participants and instructors are in touch by email.

Leadership Development - In addition to coaching and summer and winter institutes, leadership development is supported through the ISA Leadership Network. Principals participate in intervisitations and formal and informal meetings to observe best practice, share challenges and build relationships with colleagues. The network focuses on the principal as instructional leaders and organizational manager.

Content Area Coaching - Based on existing skills, if a school team needs to develop additional expertise in a particular curriculum area, curriculum and instructional development is supported by content area coaches in literacy, math and science. For example, a literacy workshop, led by a coach with expertise in adolescent literacy and district literacy programs, can be provide for teachers and administrators.

Value Added Assessments - ISA provides training in utilizing and analyzing data from its NCREST student assessments in writing and mathematics (administered in the fall and spring of 9th and 11th grade) and student surveys. These assessments are designed to inform instructional practice and can become the basis of school planning for subsequent years.

ISA Rubrics - ISA also provides a series of rubrics and training in the use of the rubrics so that schools can self-assess their progress in implementing the ISA seven principles as relates to their school development.

Customized Professional Development - In addition to the above, ISA leaders work with schools at various stages in their development and provide customized services when needed. These services can take the form of staff and leadership retreats, school intervisitations to other ISA schools, and the services of ISA leadership coaches.
**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)
The ISA partnership is not an off-the-shelf, prescriptive, you fix-it approach to school turnaround, but an approach which has non-negotiable principles and both standard and customized features, which enables it to work in varied districts across the nation. A school and district’s compatibility with ISA’s principles and intentions and clear understanding of the relationship as a partnership have implications for the effective execution of the school turnaround, which requires the district’s cooperation with and support for the strategies that the schools will employ to implement the model.

Schools are managed collaboratively by ISA and the district. Unlike a CMO model, the ISA turnaround model does not require that a school be removed from the district. Rather, ISA works within district structures and initiatives to achieve deep and systemic instructional reform. Additionally, because ISA provides intensive support to school and district staff, ISA build the capacity of the educational community to continue to grow after funding is no longer available. School districts are able to establish structures and strategies that will bring success to other district schools as well (e.g. establishing an inquiry-based instructional program, effective use of resources.

During the partnership period, ISA serves as a school broker with the district. Brokering means facilitating a reciprocal flow of information between the district and the school principals, clarifying district mandates for the school, and providing feedback to the district on the effects of their leadership and policies in order to constructively influence them. The ISA Director of School Development and the ISA Detroit Program Manager will attend meetings with the district, and on behalf of the principals, review state and district policies and procedures, and when possible, negotiate key aspects of school design and implementation so that these are pragmatically operational, well aligned with ISA’s principles, and likely to produce effective schools. This ISA/District team problem solves obstacles that may emerge in the implementation of the model and assures progress toward outcomes. As brokers, ISA leaders draw on their expertise as former school practitioners to ensure that district resources and policies support the schools and satisfy state mandates.

The ISA principles provide a comprehensive framework for addressing all aspects of school improvement.

School Improvement Plans –
So that schools can write productive and realistic school improvement plans, ISA schools are constantly assessing progress and needs as part of the Organizational Improvement ISA Principle. School improvement plans align with the Michigan EdYES and School Improvement Framework.

Curriculum -
ISA does not mandate any particular curriculum. Rather, ISA schools utilize an instructional approach that is based on inquiry, higher order thinking skills and project based learning. These instructional strategies can align with any state curriculum, such as the Michigan Merit Curriculum and Michigan Curriculum Framework and support content standards such as the Michigan High School Content Expectations.
Assessment -

Coaches assist schools in analyzing school data when writing their school improvement plans. Student progress is evaluated using local mandated standardized measures, and all students participate in the mandated testing program. In Michigan, the Michigan Educational Assessment Program, Michigan Merit Exam, and any other required measures will be utilized to gauge student achievement.

The ISA model is completely aligned with the requirements of the ARRA and Title I SIG as specified by the USDOE. ISA’s work is completely aligned with two of the four areas of focus in the ARRA and SIG legislation, namely Turning Around Low Performing Schools and Improving Teacher Effectiveness. ISA work can be supported through Race to the Top, i3 and Title I SIG (schoolwide project and targeted assistance) funds.

Working in partnership, the district and ISA are able to address all local mandates and initiatives. Also, Kim Woo Gray, the Michigan ISA Program Manager (resume included), has spent her career in the Detroit Public Schools and is knowledgeable regarding district and state requirements. As the Program Manager for Cody and Osborn High Schools, she has aligned the ISA model with current requirements and initiatives.
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)

School Sustainability -
Although research shows that one of the greatest challenges to school reform is sustaining reform for a long enough time period to produce substantial lasting effects, research also indicates that a majority of the most effective reform strategies are the results of collaborations between school-based educators and outside experts. The successful collaborations build flexibility into their model to address a specific school’s vision and needs and to meet their evolving needs over time. In addition, successful models help practitioners build the skills and knowledge they need to continue the school improvement process long after the model developers have moved on. The ISA model for high school reform addresses those conditions for successful model sustainability.

ISA partner schools engaged in a sustainability process through which schools assess their progress in the implementation of the ISA model, identify their targets for further development, and articulate supports they will need to continue and sustain their progress and accomplishments. The sustainability process includes four components:
1) School teams are trained in using the "ISA Sustainability Inventory";
2) School teams examine and assess their school development using ISA guiding documents that help them conduct focused walkthroughs, review and organize student data, examine student work samples, and assess the school’s four-year curriculum framework.
3) A visit is made by an External Team during which the team and school staff examine implementation of the ISA model and provides feedback to the school;
4) A report is written by the External Team on findings from the visit and walkthrough; and
5) Strategic planning for sustainability by the school happens at the ISA Summer Institute.

A good many schools elect to remain in the ISA Network as Five Year and Beyond Schools so as to sustain school improvement momentum. ISA is able to tailor services to its Five Year and Beyond Schools, which will number more than 20 in 2011.

District Sustainability –
Since ISA works closely with district personnel, the district remains actively involved in the school reform/turnaround process. In this way, district staff develops the skills and knowledge needed to sustain school improvement after the ISA partnership has ended.

To help frame its sustainability model, ISA conducted contracted with AED to conduct an in-depth study of the factors required to sustain school improvement. The conclusions of the study are:
1- School improvement is a continuous and long-term effort.
2- Relationships with the school and district are fundamental.
3- A positive track record is critical. Credible evidence of model success demonstrates "proof of concept".
4- Managerial responsibility for school reform has to be balanced with adaptability.
5- Networks support capacity building.
By addressing the above five factors, the ISA model is sustainable and scalable. ISA has ten years experience and a proven track record in successfully performing as a school turnaround partner. Since 2001, ISA has partnered with school districts to open new schools, while phasing out existing schools. In 2009 – 2010, ISA worked with 80 schools in six states, serving over 20,000 students. (This includes Cody and Osborn High Schools in Detroit.) With its local support structure in already place in Michigan, ISA is ready to partner with additional schools in 2010-2011.
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)

ISA brings educational experience and expertise to the enterprise of high school turnaround. ISA’s leadership includes individuals who have led urban school districts and worked as teachers and leaders in high schools. Although ISA’s corporate offices are located in New York, through its work around the nation, ISA has developed structures and procedures for identifying needed personnel and establishing partnerships for project support with colleges and universities when working with new cities and states.

Dr. N. Gerry House, President and CEO - ISA is led by Dr. N. Gerry House, former Superintendent of Chapel Hill, North Carolina, and Memphis Tennessee, where she was named Superintendent of the Year. Dr. House is an active leader in the educational community, serving on numerous boards, including the Board of Directors of the Educational Testing Service, the Advisory Committee of the Harvard Change Leadership Group, and the Woodrow Wilson Foundation. She has received numerous awards including the Harold J. McGraw, Jr. Prize in Education and the Council of the great City School’s Richard R. Green Award. She was named twice to the Executive Educator Magazine’s listing of Top 100 Executive Educators in Education. She uses her experience as a teacher, junior and senior high guidance counselor, principal and assistant superintendent to enable her to remain “hands-on” in all ISA schools. As the Project Director, Dr. House will have overall responsibility and oversight for the program.

Al Andino: Vice President for Strategic Partnerships - Al Andino built a 100-plus school network for La Raza’s community charter schools and Early College High School Initiative. He was founding Executive Director for the Bill & Melinda Gates Foundation’s Millennium Scholars Initiative where he developed, implemented and managed a multi-billion dollar program to increase the number of low-income minorities completing college degrees and graduate programs. Mr. Andino provides support to Dr. House and will engage in establishing additional partnerships in Michigan.

ISA Director of School Development: The position of ISA’s Director of School Development is currently vacant. We anticipate a new Director will be in place by mid-August, 2010.

Kim Woo Gray - ISA Detroit Program Manager – Kim Woo Gray will serve as the local ISA Michigan Program Manager. A former high school principal, she has worked in Michigan and is well versed in Michigan student assessments, curriculum and standards. She will oversee daily operations of the partnership and serve as liaison between the schools, DPS, and MDE.

Vanda Simon: Director of Finance - Vanda Simon is a certified public accountant who has worked in the accounting field since 1989. She holds certification in Federal Grants Management. Ms. Simon will provide oversight of all accounting and financial operations relating to the partnership.

ISA School Coaches: ISA School Coaches are traditionally former school leaders, district staff, university staff, or experienced teacher leaders. All coaches are knowledgeable about high school transformation and have instructional expertise. One coach will be assigned to each small school and one to the senior academy.
NAOMI GERALDINE ("Gerry") HAGWOOD HOUSE  
191 Cow Neck Road  
Port Washington, NY 11050  
516-944-0577  
ghouse@isa-ed.org

PROFESSIONAL PROFILE

Dr. House is President and CEO of the Institute for Student Achievement in New York, a not-for-profit organization that works in partnership with high schools and school districts to ensure that students considered least likely to complete their education graduate from high school and enter college. A school superintendent for 15 years in Memphis, TN and Chapel Hill, NC, she holds a doctorate from The University of North Carolina at Chapel Hill. While superintendent in Memphis, Dr. House led the district through a comprehensive change process, engaging all 160 schools in whole school reform, with a focus on standards and accountability, teaching and learning, school organization, resource allocation, student support and leadership development. The whole school reform resulted in positive student achievement outcomes.

Dr. House’s service on boards and committees includes Board of Directors of the Educational Testing Service (and former chair, 2002-2005); The Woodrow Wilson National Fellowship Foundation, Board of Trustees; and Adelphi University Board of Trustees, to name a few. Awards and recognitions include: AASA National Superintendent of the Year (1999); Tennessee Superintendent of the Year (1998); and The Harold J. McGraw, Jr. Prize in Education Award (1999). In addition, she was the first recipient of the Alumni Leadership Award from the University of North Carolina at Chapel Hill, School of Education (2000).

EMPLOYMENT HISTORY

President and Chief Executive Officer  
Institute for Student Achievement, Lake Success, NY  
April 2000 - present

Superintendent  
Memphis City Schools, Memphis, TN  
1992 - March 2000

Superintendent  
Chapel Hill - Carrboro City Schools, Chapel Hill, NC  
1985 - 1992

Assistant Superintendent of Support Services,  
Acting Finance Director  
Chapel Hill - Carrboro City Schools, Chapel Hill, NC  
1981-1985
Elementary School Principal – Chapel Hill - Carrboro City Schools, Chapel Hill, NC 1980 - 1981

Administrative Assistant to Superintendent, Coordinator of Staff Services – Chapel Hill - Carrboro City Schools, Chapel Hill, NC 1976 - 1979

Junior and Senior High School Counselor – Chapel Hill-Carrboro City Schools, Chapel Hill, NC 1973 - 1976

English Instructor – McKendree College, Lebanon, IL 1971 - 1972

English Teacher – Henry County High School, Henry County, VA 1969 - 1970

Rehabilitation Counselor – Bureau of Rehabilitation, Washington, DC Summer 1969

EDUCATION

Bachelor of Science, English Education – N.C. A & T State University, Greensboro, NC 1969

Master of Science, Counselor Education – Southern Illinois University, Edwardsville, IL 1973

Education Specialist, Education Administration – University of North Carolina, Chapel Hill, NC 1985

Doctor of Education, Education Administration – University of North Carolina, Chapel Hill, NC 1988

Honorary Doctor of Humanities – Rhodes College, Memphis, TN 1997

Honorary Doctor of Humanities – LeMoyne-Owen College 2000

CONTINUING STUDY


BellSouth Superintendents’ Network 1997 - 1999
Danforth Foundation, 1993 - 2002
Forum for the American School Superintendent

National Superintendents Institute

Harvard University’s Superintendents’ Forum 1997, 1998

Arthur Andersen Leadership Conference (St. Charles, IL) 1996

Second Annual Congress for Exemplary Superintendents 1993

IBM Executive Seminar on Technology in Education 1991

Managing for Results, 2-year leadership development/renewal program sponsored by Public School Forum of N.C. 1989-1991

IBM Education Executive Program (Southbury, CT) 1984

National Academy of School Executives

PROFESSIONAL ASSOCIATIONS

AASA (American Association of School Administrators, Instructional Leadership and Technology Advisory Committee (1996-1999)

Phi Delta Kappa (former newsletter editor and awards committee chairperson)

ASCD (Association for Supervision and Curriculum Development)

National School Boards Association

Kappa Delta Pi Honor Society in Education

APPOINTMENTS
National:
Success Charter Network Board 2007 -

Alliance for Excellent Education, National Advisory Board 2006 -

Trustee Board, Educational Testing Service (Chair, 2002-2005) 1997 - 2006

University of Pennsylvania’s Operation Public Education
The Woodrow Wilson National Fellowship Foundation, Board of Trustees 2000 - 2008

Visiting Committee of the Graduate School of Education, Harvard University 2001 - 2007

Member of the Board of Judges for the Harold W. McGraw, Jr. Prize in Education 2001 - 2008

Caroline and Sigmund Schott Foundation, Advisory Board 2001 - 2005

The New Teacher Project, Board Member 2000 - 2007

National Center for the Study of Privatization In Education, Teachers College, Columbia University, Advisory Board 1999 - 2005

Auto Zone Board of Directors 1996 - 2007

Member of Blue Ribbon Selection Panel, American Association of School Administrators National Superintendent of the Year 2000 - 2008

Education Studies Committee, Manpower Demonstration Research Corporation 2000 - 2003

Visiting Fellow, Change Leadership Group, Harvard School of Education 2001 - 2004

Spencer Foundation, Practitioner Advisory Committee 2002 - 2003

Schlechty Center for Leadership in School Reform (formerly CLSR), Board of Directors 2002 - 2009

Wallace Foundation, LEADERS COUNT Advisory Committee 2002 - 2004


Member of the Broad Foundation Nominations Board to Select the Broad Prize for Urban Education 2002

Harvard University Graduate School of Education, Associate in Education 1994 - 2002

New American Schools Trustee Board 1998 - 2004
American Council on Education (ACE), President’s Task Force 1997 - 2000
On Teacher Education

Council of the Great City Schools, Executive Committee 1997 - 2000

Advisory Committee, National Science Foundation’s Directorate for Education and Human Resources 1996 - 2000


Chair, Advisory Panel to the Urban Superintendents Program,
Harvard Graduate School of Education 1992 - 2000

American Association of School Administrators (AASA),
Instructional Leadership and Technology Committee 1996 - 1999
Scholastic, Inc. Advisory Board 1995 - 1998

Academic Advisory Board, College Board 1989 - 1995

Representative, EQ Models Program for School-College Collaboration,
The College Board 1988 - 1990

APPOINTMENTS
State, Regional and Local:

Harlem Success Academy Charter School, Board of Directors 2006 - 2008


Board of Trustees, Adelphi University, Garden City, NY 2004 - 2009

Board of Directors, Patrick County, VA, Education Foundation 2001 - 2009

Roosevelt, NY, Project GRAD Advisory Board 2003 - 2005

Consultant, New York City Department of Education, Chancellor’s 2002 - 2003
School Reform Strategic Advisory Committee

National Commission on Teaching and America’s Future,
Southeastern Office Advisory Board 2000 - 2003

Southern Education Foundation Board of Directors 1992 - 2002
LeMoyne-Owen College Board of Trustees 1998 - 2001

Junior League of Memphis, Community Advisory Board 1997 - 1999

Memphis Partners Advisory Committee 1997 - 1998

Library Foundation Board 1996 - 2000

Board of Directors, Christian Brothers University 1994 - 2001

Board of Directors, Girls Incorporated of Memphis 1993 - 1999

Board of Directors, National Civil Rights Museum 1993 - 2001

LeMoyne-Owen College President's Advisory Council 1993 - 1998

Board of Trustees, Methodist Health Systems Physician's Foundation 1993 - 1998

Goals for Memphis Board of Trustees 1992 - 1999

Board of Directors, SREB Commission for Educational Quality 1992 - 1998


Board of Visitors, UNC-Chapel Hill School of Education 1992 - 1994

Board of Directors, Memphis Zoological Society 1992 - 1993

Board of Directors, Memphis Free The Children 1992 - 1999

Board of Directors, UNC Hospitals 1990 - 1992

Principal Investigator, BellSouth's Improving Learning Study Team 1990 - 1991

Board of Directors, N.C. Public School Forum 1989 - 1992


(Journal of NC-ASCD)

Advisory Board, Carolina Teaching Fellows 1989 - 1992

Advisory Board, Literacy Assessment for the Middle Grades, 1988
The Center for Early Adolescence
Board of Directors, Orange County Literacy Council 1988 – 1990

Advisory Board, Teacher Education, School of Education, UNC-Chapel Hill 1987 – 1990

Advisory Board, College of Arts and Sciences, North Carolina Central University, Durham, NC 1987 – 1990

Upward Bound Honorary Advisory Board 1987 – 1990

Board of Directors, Southeastern Educational Improvement Laboratory, (chair of Planning Committee) 1986 – 1990

Board of Directors, Janus Tree House Treatment Centers 1986 – 1989

Board of Directors, Chapel Hill-Carrboro Chamber of Commerce 1986 – 1989

Board of Directors, School of Education Alumni Association of UNC-Chapel Hill 1985 – 1990

Advisory Board, N.C. State Employees’ Credit Union 1985 – 1991

N.C. State Evaluation Committee on Teacher Education 1984 – 1990

Project Aware Liaison Director, AASA 1983 – 1984

Board of Organizers, Village Bank of Chapel Hill 1982 – 1983

Board of Directors, Chapel Hill-Carrboro United Fund 1981 – 1982

AWARDS (partial list)


Long Island’s Top 50 Women in Business (2005), Long Island Business News, Woodbury, NY 2005

The First Alumni Leadership Award, University of North Carolina at Chapel Hill, School of Education 2000

AASA National Superintendent of the Year 1999

The Harold J. McGraw, Jr. Prize in Education Award 1999
Tennessee Superintendent of the Year
Richard Green Award for Urban Education, Council of the Great City Schools
Presidential Merit Award, the Tennessee Education Association
"Simply the Best" 1995 Chief Executive Officer, awarded by Memphis Black Business Directory
Communicator of the Year, Memphis Chapter of the Public Relations Society of America
"The Executive Educator 100" – (Outstanding Educators in the U.S. as selected by Executive Educator Magazine)
Role Model for Women, Memphis Chapter of Women in Education
Triangle Roundtable Consortium Outstanding Leadership Award
First Annual Christian Character Award, presented by First Baptist Church, Chapel Hill
Leadership Award for Education, presented by Raleigh/Durham Chapter of the National Black MBA Association
Outstanding Leadership Award, Carolina Chapter, Phi Delta Kappa
Administrator of the Year, Chapel Hill-Carrboro Association of Educational Office Personnel
Friend of Education Award, Chapel Hill-Carrboro Association of Educators
Finalist for Distinguished Dissertation Award, (Kappa Delta Pi Honor Society in Education)
Community Service Award, Delta Sigma Theta Sorority, Inc.
Distinguished Alumni Citation of the Year Award, National Association for Equal Opportunity in Higher Education, (Nominated by N.C. A & T University)
Outstanding Black North Carolinian, (presented by Eastern Region Chapter of Zeta Phi Beta Sorority)
"Executive Educator of the Month" (selected by Executive Educator) April, 1987

Outstanding Accomplishments in Education Award (Durham, N.C. Chapter of Squaws) 1986

1986 Distinguished Patrick Countian Award, presented by home county of Patrick County, VA. 1986

Martin L. King, Jr., Award for Excellence in Education, South Orange Black Caucus 1986

Chapel Hill-Carrboro Citizen of the Year, Mt. Olive Masonic Lodge #36 PHA 1985

Woman of the Year Award, Today’s Woman’s Organization, Inc. 1985

Outstanding Educator of Year, Chapel Hill-Carrboro Jaycees and Chamber of Commerce 1982

Outstanding Young Women of America 1981

ARTICLES


House, N. Gerry, “Reclaiming Children Left Behind: Addressing the Causes and Cures for Low Minority Achievement”, The School Administrator, American Association of School Administrators, January 2005

House, N. Gerry is referenced for her work in Memphis in Rosebeth Moss Kanter’s book, Confidence (2004).


House, N. Gerry, “Improving Education is a Long-Term Task”, The Commercial Appeal, Memphis, August 23, 1998


“Improving Learning” (paper commissioned by BellSouth Foundation), 1990

House, Naomi, “An Investigation of the Retention in Teaching and the Job Satisfaction of Recognized High Quality Teachers” (dissertation), April, 1988


House, Naomi (Gerry), Chapel Hill-Carrboro City Schools, 1978-1979: A Report Card For the School Year - pamphlet which gives end-of-year report on school system

"College Students' Attitudes Towards the Directive vs. the Nondirective Teacher” Major research project submitted in partial fulfillment for M.S. Degree in Education. Southern Illinois University, 1973 (unpublished).

"Counseling the Student Client Who is Black”. Major research study submitted in partial fulfillment for M.S. Degree in Education. Southern Illinois University, 1973 (unpublished)

CONSULTATIONS and PRESENTATIONS (partial list)

June, 2007 Roundtable participant, “Transition Into High School”, “Staying on
Track through Graduation”, Transition to the Post-Secondary World “, MDRC High School Conference, New York, NY

December, 2006 Presenter, “Transforming School-Based Leadership to Transform High School”, NSDC’s (National Staff Development Council) 38th Annual Conference, Nashville, TN


October, 2006 Panelist, “What Options and Interventions Actually Turn Around Failing Schools and Districts?”, Third Annual High School Policy Conference: Taking the Next Step - Defining a Shared Federal Agenda for High School Reform, Alliance For Excellent Education, Washington, DC

October, 2006 Panel Moderator, “Improving Student Achievement with Innovative School Models”, US Chamber of Commerce Education & Workforce Summit: Programs and Policies that Keep America Competitive, Dallas, TX

March, 2006 Presentation to Long Island Regional Advisory Council on Higher Education/Long Island Works, “Equity in Education”, Suffolk County Community College, Brentwood, NY

December, 2005 Presenter, “Partnering to Create High-Performance Schools for Underperforming Students”, National Staff Development Council Conference, Philadelphia, PA

November, 2005 Keynote speaker, “Recreating America’s Schools”, Florida School Boards Association’s 60th Annual Joint Conference, “Equity and Diversity in Public Education”, Tampa, FL

October, 2005 Keynote speaker, “Dreams Realized: No Child Left Behind”, Urban Superintendents of America, Tucson, AZ


September, 2005 Keynote speaker, “Recreating America’s Schools”, Urban Education Conference, Center for Excellence in Mathematics & Science Education (CEMSE), Morgan State University, Baltimore, MD

June, 2005  Award presenter, American Jewish Committee – Long Island Chapter, Women of Valor 2005 Award to Lilo J. Leeds, Garden City, NY

April, 2005  Keynote speaker, “Recreating America’s Schools”, National School Boards Association Annual Conference, San Diego, CA


November, 2004  Keynote speaker, National Council of Negro Women, Inc. Queens County Section, “Encouraging Perseverance, Scholarship and Community Service “, New Hyde Park, NY

October, 2004  Keynote speaker, New Jersey Association of School Women Administrators, Atlantic City, NJ

October, 2004  Panelist, “Investing in Learning: School Funding Policies to Foster High Performance”, Committee for Economic Development (CED), New York, NY

October, 2004  Panelist, “Creating the High School of Tomorrow”, Conference on American High School Policy, Alliance for Excellent Education, Washington, DC

May, 2004  Keynote speaker, The Carroll F. Johnson Scholastic Achievement Dinner (Westchester Scholars Program), sponsored by the Lower Hudson Council of School Superintendents (Dutchess, Putnam, Rockland & Westchester Counties), White Plains, NY

April, 2004  Finklestein Endowed Lecture, “The Unfinished Agenda: Educational Excellence and Equity”, Adelphi University, Garden City, NY


October, 2003  Member of the panel of judges for the “Leeds Summit Award for Social Impact”, The Leeds School of Business, University of Colorado at Boulder

June, 2003 Keynote speaker, “About Cheese and Change: Educating All Students to High Standards”, Chesterfield County Public Schools, 2003 Curriculum Academy, Chesterfield, VA

June, 2003 Keynote speaker, Falls Church High School Commencement Exercise, Falls Church, VA

March, 2003 Presentation, “No Child Left Behind’ Legislation”, Atlas Principals’ Institute, Miami, FL

February, 2003 Panelist, “School Governance from the Perspective of the Mayor”, Seminar on Urban School Governance and Accountability, co-sponsored by the Danforth Foundation, the Heinz Endowments, and Grantmakers for Education, Pittsburgh, PA


November, 2002 Panelist, Broad Urban Superintendents Academy, The Broad Center for Superintendents, Miami Beach, FL


June, 2002 Panelist, “Leading School Improvement” Roundtable, Fordham University Graduate School of Education, New York, NY


February, 2002 Keynote speaker, “From Dreams to New Realities for Educating Students of African American Descent”, Town of Huntington (NY) Black History Program


November, 2001 Committee Member to review The Atlantic Philanthropies’ Pre-Collegiate and Teacher Education Program

October, 2001 Keynote speaker, “Supporting High Academic Achievement in the Standards Era”, Association for Supervision and Curriculum Development, Atlanta, GA

September, 2001 Panelist, preview screening and symposium for PBS’ program, “SCHOOL”, Washington, DC

July, 2001 Panelist, “Leading School Improvement”, Fordham University’s Fourth Annual National Principals Leadership Institute, NYC

April, 2001 Panelist, “Talk of the Nation” Radio Program, NPR News, Washington, DC


March, 2001 Keynote speaker, NEA Foundation for the Improvement of Education’s Symposium, “Linking Professional Development to Student Achievement”, Scottsdale, AZ

March, 2001 Keynote speaker, Fayetteville State University, School of Education, National Scholars Conference

December, 2000 Forum presenter, Aspen Institute ‘s Program on Education in a Changing Society, Queenstown, MD

November, 2000 Keynote speaker, Women Education Leaders in Virginia Third Annual Conference, Richmond, VA

September, 2000 Speaker, “Ten Tips to Help Your Child Succeed in School”,
National Public Radio’s News 12 Westchester’s DAYTIME EDITION

August, 2000 Presenter, Fairfax County Public Schools Annual Leadership Conference, Fairfax, VA

May, 1999 Keynote speaker, Wayne State University (Detroit) College of Education

April, 1999 Presenter, AERA (American Educational Research Association)

February, 1999 Presenter, AASA National Conference on Education, New Orleans, LA


December, 1998 Presenter, U.S. Dept. of Education Regional Meeting, Nashville, TN


April, 1998 Keynote speaker, National Conference of Christians and Jews, Memphis, TN

February, 1998 Presenter, AASA National Conference on Education, San Diego, CA

January, 1998 Keynote speaker and Consultant, National Science Foundation Consultation on Math/Science Reform, South Africa

May, 1997 Keynote speaker, Rotary Award for Teacher Excellence, Memphis, TN

April, 1997 Keynote speaker, National Education Association Convention, Innisbrook, FL

January, 1997 Keynote speaker, Tenth International Congress for School Effectiveness and Improvement, Memphis, TN

November, 1996 Keynote speaker, American Association for Employment in Education, Memphis, TN

October, 1996 Keynote speaker, Council of Chief State School Officers Conference


July, 1996 Panelist, Education Commission of the States National Forum, San Antonio, TX

April, 1996 Keynote speaker, University of Memphis 1996 Language Fair
April, 1995  Keynote speaker, 1995 MABSE (Memphis Alliance of Black School Educator’s Role Models Banquet)

October, 1994 Presenter, “Confronting New Realities” University Council for Education Administration Conference, Philadelphia

January – November, 1992  College Board, National Forum Planning Committee Member


May 17, 1991  Panelist, National Board Meeting hosted by Raleigh/Durham Chapter of the National Black MBA Association

April 10, 1991  Presenter, Seminar on Education in the South, hosted by the Ford Foundation, New York

November, 1990  Panelist, Southern Education Foundation’s Continuing Conference

May, 1990  Speaker, Black Student Scholars Banquet, Raleigh, N.C.

March, 1990  Facilitator, Joint Meeting of N.C. State Board of Education, State Board of Community Colleges, and UNC Board of Governors


July, 1989  Speaker, N.C. Conference on Women in School Administration

June, 1989  Speaker, Women Leaders’ Conference on Common Security

May, 1989 & 1990  Speaker, N.C. Association of School Administrators Prospective Leaders’ Conference

January – May, 1989  Technical Advisory Committee member, Durham County School Merger Task Force

January, 1989  Speaker, AAUW, University of N.C. at Chapel Hill Chapter


January, 1988  Keynote speaker, Third Annual Martin Luther King, Jr.
Memorial Banquet, Chapel Hill, NC


March, 1987  “Role of the Superintendent in Arts Education” -
panelist for N.C. Arts Education Leadership Conference

March, 1987  Keynote speaker for annual meeting of Old North State Medical Society, Durham, N.C.

March, 1987  Keynote address, “The Education of Minority Students” - North Carolina Fellows, UNC-Chapel Hill

May, 1986  Keynote address for N.C. Agricultural & Technical State University Alumni Association Meeting, Greensboro, NC
ADALBERTO (AL) ANDINO

6 Doe Drive
Franklin, MA 02038
(508) 346-3768 (H)
(508) 365-9834 (C)

EXPERTISE: Organizational Development, Strategic Brokering and Alliance Building

- Operations Management
- Technology-Based Change Theory
- Strategic Alliance Building
- Education Fund Development

JOB HISTORY:
2007-Present  Vice President Strategic Partnerships
Institute for Student Achievement, Lake Success NY

Responsible for the design, implementation and execution of a strategic plan to successfully expand ISA’s core mission, model, and services into new schools and Regional school districts nationally. Develop a national network of contacts and communicate broadly, effectively, and consistently with potential clients, specifically educators, school district managers, superintendents, and other community and state leaders about educational needs and ways in which ISA can address those needs. Enhance the visibility of ISA as a leader in the education reform movement and provide expert facilitation of discussions about education issues among diverse participants in order to establish ISA model as a leader and collaborator in resolving issues. Maintain a strong consultative service and continue to build on the credibility for which ISA has established in the marketplace. Continue to provide and deliver high quality customer service to all current and potential customers. Work collaboratively with the President and CEO and other members of the senior cabinet team, including the Director of Communications, to conceptualize and develop innovative marketing materials that will facilitate communication with customers, promote ISA services, and connect those services with specific educational needs. Monitor trends and manage ongoing market analysis by maintaining an awareness of political, budgetary, and demographic changes that affect education issues.

2005-2007  Vice President Strategy and Development
Jobs for the Future, Boston MA

This position provides leadership & support to the President/CEO in the development and implementation of organizational strategy. The incumbent promotes effective functioning of Strategy Team by identifying and undertaking high-level analysis and actions needed to support senior management team in implementing organizational strategy. Has Oversight for Human Resources Director in addressing issues of HR policy, staff and organizational development. The Incumbent facilitates senior managers in processing and addressing key operational challenges & decisions. The incumbent Supervises Director of Development to ensure the execution of a proactive
strategy designed to leverage high yields in fundraising aligned with JFF’s programmatic and organizational goals. Conduct external relations and cultivate funder relationships in partnership with senior leadership and Board members. Develops and implements organizational strategies that raise JFF’s profile and expand networks and visibility within philanthropic communities and across our fields (e.g., Education, Youth development, Workforce, Advocacy, Research and Development). Vice President Coordinates communications and development functions, advisory boards, and conference presentations.

SELECTED CONTRIBUTIONS:

- Benchmarked JFF Capabilities: Contracted a third party vendor to gather data to affirm what JFF does well, and how it is perceived by clients. Using this data developed a benchmarking tool that JFF can use to help assess performance and capabilities on an ongoing basis.
- Strategic Staffing Analysis: Facilitated HR director and commissioned consultant to design and conduct a JFF organizational capacity (skill level in-house) to deliver services and products in the core strategic capability areas of: R&D including model development, capacity building (intermediaries, programs), Community/System change, State policy, National Advocacy.
- Business Plan: Managed and facilitated the strategy development process to enhance the Youth Transition Group strategy and JFF’s Advocacy platform. A successful new YTG strategy in capacity building and JFF Advocacy program, accompanied by implementation guidelines that culminated in the submission and acquisition of a Gates Advocacy grant for 8.7 million dollars and the securing of a 12 million dollar grant for Capacity Building Services.

2003-2005 Deputy Vice President for Education
National Council of LA RAZA

The Deputy Vice President for Education oversees Center for Community Educational Excellence and is responsible for managing, coordinating and assisting with fundraising to support education program initiatives for NCLR. DVP supervises professional, support consultants staff and interns in the performance of their work. Directly oversees the center’s budget of $10 million dollars. DVP is responsible for managing and measuring all Strategic Operational plans and outcomes. The DVP for Education participates in organizational planning and serves on the senior management team. Is responsible for establishing systems to facilitate and assess the center’s Performance and growth. Is point person on all decision matrices involving a full range of management issues including definition of component priorities, formation of external organizational partnerships and cross-component activities in collaboration and in consultation with NCLR senior management team. Oversees the recruitment, hiring, supervision, and evaluation of staff, including project directors, program associates, and administrative assistant positions, as well as consultants and interns. Plans, oversees and assures implementation of staff development and team building opportunities.
SELECTED CONTRIBUTIONS:

- Designed a regional assistance network strategy
- Planned, designed, developed and implemented automated grant application system
- Established strategic plan goals and objectives accountability system
- Organized and codified a resource development monitoring system
- Facilitated development of a School operations, planning and accountability model

2002-2003 Senior Consultant
Vision in Action, Inc. Sterling, VA

Performance management consultant assisted NCLR in identifying, College Access Centers and post-secondary relationship building strategies along with organizational development facilitation of CBO and Affiliates leadership teams involved in the Early College High School Initiative. Facilitated Jobs for The Future through vendor selection, Request for proposal process associated with a comprehensive Student Information System for charter schools and intermediary organizations. Lead consultant in design, development and implementation of a strategic redesign process for a $14 million dollar faith-based organization involving five cost centers comprised of a construction development group (Shepherds Corp.), Residential living complex for Seniors (Community Village), The Community Caring for People Foundation, Youth Center (Fire Escape) and Leesburg Pike Community Church

SELECTED CONTRIBUTIONS:

- The successful implementation of decision communication tree, project planning and progress evaluation system.
- Development of a strategic growth and sustaining program performance associated with budgetary priorities.
- Successful acquisition of a $12 million dollar construction loan

1999-2002 Founding Executive Director, Gates Millennium Scholars Program
The College Fund, Fairfax, VA

Lead the development and implementation of the $1 billion historical scholarship gift to education by Bill & Melinda Gates Foundation, administered by the United Negro College Fund. Provided leadership for the management of a $4.5 million dollar operating budget and a staff of sixteen, augmented by three partner organizations. Charged with the design, development and implementation of a comprehensive nomination processing and high tech selection system and three operational components, scholarship funding, leadership awareness, and scholar support services for 5,000
participants enrolled in 907 colleges and universities nationwide.

SELECTED CONTRIBUTIONS:

• Co-inventor of electronic processing scholarship application and fund disbursement system.
• Facilitated the development and implementation of a unique applicant selection rubric.
• Rollout and branding of the Gates Millennium Scholarship before a national audience using contracted partnerships with national scholarship organizations, foundations, colleges and universities, high schools and community based organizations, legislators and individuals.
• Development of a scholar leadership and orientation program for selected scholars.

1997-1999  Director, Scholarships and Financial Aid
Wayne State University, Detroit, MI

Responsible for a comprehensive scholarship and financial aid operation, consisting of a main campus, law school, medical school and seven off-campus sites. Manage a $1.5 million dollar operating budget with a full-time staff of 40. Planned, developed, and administered a $27 million dollar scholarship program within a $103 million dollar student financial aid program. Served as the scholarship and development program Title IX compliance officer establishing donor selection criteria. Responsible for all Title IV and Title VI program policy and regulations monitoring for university audit compliance with a professional staff of five managers and two administrative assistants.

SELECTED CONTRIBUTIONS:

• Planned, developed, implemented and coordinated, a web-enabled scholarship application process for students with a year round information and applicant tracking system.

• Lead and successfully implemented a business process re-design plan that produced service efficiency and cost effective operational benefits.

• Successfully implemented a 24-hour 7 days a week telephone voice response system serving 17,800 students and other service publics.

• Provided leadership and secured a $45,000 seed grant to implement an internet-based loan application system. This expedited student service delivery and reduced workload among staff.

• Developed a technology grant proposal, coordinated project plan and implemented $350,000 Document Imaging system for the Financial Aid and Admission departments.
1995-1997 Assistant Dean, Enrollment Services
  Cleveland State University, Cleveland, OH

Responsible for the division’s student assessment and outcomes program; chaired the Strategic Enrollment Management planning group; providing leadership in retention and recruitment, academic support services, budget and staff development training and special program fund development.

SELECTED CONTRIBUTIONS:

- Developed a division wide budget development and fund reallocation system

1994-1995  Director, Scholarships and Financial Aid
  Cleveland State University, Cleveland, OH

Responsible for a $987,000 operating budget, administering $36 million in student aid, with a staff of 25, serving 12,000 students; maintaining regulatory compliance and public relations; building community relations and coordination of graduate student financing. Managed Student affairs fund development program for the division.

SELECTED CONTRIBUTIONS:

- Provide leadership for the development of a Fund reallocation financial aid awarding system.
- Facilitated the implementation of the electronic National Clearinghouse student loan database used to track student loan history.
- Provided leadership for the creation of a university wide scholarship database for the centralization of information; efficient and timely selection and awarding of scholarship funds.

1989-1994  Senior Director, Financial Aid & Development
  California State Polytechnic University, Pomona, CA

Reported to the Vice President of Student Affairs as a member of the divisional cabinet;
Responsible for campus climate, diversity, student advancement, regulatory federal, state compliance and served as division’s development officer.

SELECTED CONTRIBUTIONS:

- Provided leadership for the Student Affairs Advancement committee to address the
identification of alternative funds to support division objectives and provided recommendation to the Vice President of Student Affairs.

• Co-Chaired the “Campus Climate and Diversity Taskforce” commissioned by the University President to assess the campus climate and diversity among the campus community, concluding with recommendations and action strategies to begin addressing issue of climate and diversity.

1985- 1989  Director, Financial Aid and Veteran Services
Merced Community College, Merced, CA

Director had over-sight and direct supervision for 3 professionals and 19 staff members for the Financial Aid and Job Placement offices, Career Center and Veteran Affairs. Reported to the Vice President for Student Services.

Responsible for all public relations with area high schools, universities, colleges, adult education programs and community based organizations; serving culturally, socially and economically diverse student populations.

Responsible for coordinating all computer information services for the Financial Aid, Job Placement, Career Center, and Veteran’s Affairs office.

Administered the Merced Scholarship foundation fund.

1983-1985  Director, Research and Development
Merced Community College, Merced, CA

Director reported to the Vice President of Instruction and Directed training and development activities involving private sector, state employment training departments; promoting collaborative programming and funding initiatives.

Managed for the Vice President of Instruction the preparation of budgets and contracts associated with vocational training programs, private industry and college departments.

Conducts needs assessments on job market trends to ensure state of the art curriculum development and program relevance for service area.

Supervised grant-writing unit who identified sources of funding (federal, state, and local) for curriculum enhancement and capitol projects development.

1980-1983  Assistant to the Dean, Westside Campus
Merced Community College, Los Banos, CA

Assistant to Dean for Merced College’s Westside Campus reports to the Vice President
for Instruction and Dean of Vocational Education. Assist with the management of day to day functions at a 900 student satellite campus, located thirty-five miles away from the main campus complex.

Assistant to Dean provided the oversight for development of class schedules, hiring of faculty and coordination of academic and support services.

Assistant to dean supervised the student services unit in their delivery of financial aid, job placement, academic counseling, admissions, veterans and tutorial services. Supervised and coordinated all business operations, bookstore, library, bursar, associated students, physical plant, and facility management, deferred maintenance and planning.

Assistant to Dean supervised the marketing, public relations and fund-raising in the four local feeder communities (Los Banos, Gustine, Dos Palos and Santa Nella).

1978-1980 Project Manager, Employment and Education
Employment and Education Demonstration Agency, New York, NY

The project manager reports to the executive director for Educational Services. Project manager supervised employment and education project coordinators. Manager supervised media, publications and marketing units. Manager administered a $22 million dollar budget for contracted educational services and monitored performance among training providers to re-entry adults, youth and displaced workers. Monitors and approves training plans by grantees from private, public, and vocational training agencies.

EDUCATION:

1992 Masters Degree, Organizational Management, University of Phoenix
1988 Bachelors Degree, Organizational Communication, California State University

LANGUAGES: Spanish

REFERENCES: Available upon request
VANDA SIMON, CPA

Profile
An accomplished financial professional with experience in accounting and corporate financial management and administration

Experience
1996-present  Institute for Student Achievement
Lake Success, NY
Director of Finance
• Report directly to the President and CEO of the organization
• Responsible for the overall supervision of the Finance and Accounting department providing leadership and direction to personnel who assist in providing financial information.
• Responsible for financial components of strategic and business plan development
• Continuous development and implementation of procedures and controls designed to improve and/or minimize operating costs
• Oversight and preparation of the development and monitoring of the organization’s annual program and administrative support fiscal budgets
• Preparation of special project budgets, projections and analyses
• Analysis of monthly financial statements and reports
• Ensure compliance with applicable funding regulations relating to the budget, financial reporting, grants and reimbursement from grantors
• Negotiate financial commitments, credit instruments, risk-management and D&O insurance requirements
• Overall responsibility for audits of the organization and specific contracts
• Cash management control over disbursements, payroll, cash flow projections and analyses and endowment fund investments
• Development and maintenance of banking and investor relations
• Presentation of reports to CEO, Investment, Finance and Strategic Direction and Oversight committees of the board and Board of Directors

1992-1996  40 Acres and a Mule Filmworks, Inc.  Bklyn, NY
Controller
• Implemented an automated accounting system
• Performed monthly closings and prepared quarterly financial statements
• Established corporate polices and procedures for accounting, wholesale and retail operations and human resource function
• Directed finance and accounting responsibilities of support staff
• Reviewed corporate contracts and leases
• Negotiated adequate health, pension and liability insurance
• Preparation of annual budgets and fiscal projections
• Negotiated corporate loans, factoring agreement and line of credit facilities
• Managed budgets and prepared cost reports of commercial and video productions
Senior Auditor
* Scheduled, planned and performed audits of many diversified commercial and not for
  profit clients
* Supervised staff during audit process and preparation of financial statements and
  related tax documents
* Presented financial statements to board of directors and audit committees

Education       Bachelor of Science - Accounting - 1989
York College of the City University of New York
* Continuing education courses taken in accounting, financial management, pension,
  grant compliance and federal and state tax regulations, endowment fund investing and
  cash flow management

Accreditations      Certified Public Accountant
Grants Management Certificate awarded by Management Concepts, Inc.

Professional memberships
American Institute of Certified Public Accountants
New York State Society of CPAs
Institute of Management Accountants
Volunteer Member of the Board of Directors of New York State Society of Certified
Public Accountants Career Opportunities in the Accounting Profession
KIM WOO GRQY - ISA Detroit Program Manager

Objective - Help lead staff and students to achieve academic success

Experience
1992 - 2008: Communication and Media Arts High School
    Detroit Public Schools

    Principal
    - Supervised staff, developed curriculum and student expectations
    - Managed budgets, administered student services, and communicated with supervisors
    - Collaborated with parent and community organizations and articulated with pre-high school institutions and post-secondary schools and businesses

1986 - 1992: Cooley High School, Detroit, Michigan
    Assistant Principal
    - Trained and supervised department heads and teachers and support staff
    - Created master, teacher, and student schedules
    - Enforced student code of conduct and school procedures and district policies

1979 - 1986: Mackenzie and Cooley High Schools
    Department Head
    - Supervised English and foreign language teachers and librarians
    - Coordinated curriculum, book selections, staff development, assessment and instruction
    - Evaluated staff and planned student assessment

1970 - 1979: Cooley High School and Drew Middle School
    English and Math Teacher and Reading Specialist
    - Designed and implemented schoolwide reading and writing across the curriculum plan
    - Taught English and Math to secondary level students

Education
1970 - present
    - Leadership and supervision coursework from Michigan State University, Eastern Michigan University and University of Michigan
    - MA in clinical Reading from Eastern Michigan University
    - BA in English major, math and Latin from University of Michigan

Affiliations
    - National Association of Secondary School Principals
- Wayne County Council of the Arts
- Association for Supervision and Curriculum Development
- Phi Delta Kappa
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**