Applications 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>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
<td>15</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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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.

<table>
<thead>
<tr>
<th><strong>1. Federal EIN, Tax ID or Social Security Number</strong></th>
<th><strong>2. Legal Name of Entity</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wayne Regional Educational Service Agency (RESA)</td>
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<tr>
<th><strong>3. Name of Entity as you would like it to appear on the Approved List</strong></th>
<th><strong>4. Entity Type:</strong></th>
<th><strong>5. Check the category that best describes your entity:</strong></th>
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**6. Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher A. Wigent</td>
<td>734-334-1442</td>
<td>734-334-1760</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
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<th>Zip</th>
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<tbody>
<tr>
<td>33500 Van Born Road</td>
<td>Wayne</td>
<td>MI</td>
<td>48184-2497</td>
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<tr>
<th>E-Mail</th>
<th>Website</th>
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<tbody>
<tr>
<td><a href="mailto:WigentC@resa.net">WigentC@resa.net</a></td>
<td><a href="http://www.resa.net">http://www.resa.net</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne J. Ruchgy</td>
<td>(734) 334-1362</td>
<td>(734) 334-1298</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><a href="mailto:ruchgyw@resa.net">ruchgyw@resa.net</a></td>
<td><a href="http://www.resa.net">http://www.resa.net</a></td>
</tr>
</tbody>
</table>

**8. Service Area**

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

- [ ] Statewide

**Intermediate School District(s):** Wayne Regional Educational Service Agency

**Name(s) of District(s):**

### 9. Conflict of Interest Disclosure

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

- [x] Yes  
- [ ] No

What school district are you employed by or serve: Wayne RESA

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

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

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

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

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

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

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

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

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

Exemplar 1: Description of Comprehensive Improvement Services

A. Support Systems to ensure student and teacher success and sustain improvement

The support systems employed by RESA to assure success are multifold: (1) assignment of a specific staff person to serve as liaison between RESA, the individual school and the school’s central office or management company; (2) assignment of a mentor to work with building staff to guide the agreed upon work; and (3) negotiation of an articulated agreement that specifies expectations of both the school receiving service and RESA.

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

Wayne RESA maintains, and is positioned to deliver, a coordinated, comprehensive array of services to underperforming schools. It has a seasoned staff of both content and process consultants and a cadre of coaches trained in (1) Michigan's articulated School Improvement Process, (2) aligning curricula to the Michigan Grade Level Content Expectations (GLCE), (3) student achievement data analysis, and (4) implementing evidence-based instructional interventions.

Using Michigan's School Improvement Framework and Process to guide its provision of services, RESA works with schools to align requests for services with the results of the comprehensive needs assessment that is a part of the School Improvement Process. Assessment results are used to develop, in collaboration and consultation with School Improvement Teams, a blueprint for the provision of services that have the potential to improve student achievement.

The developed blueprint, or School Improvement Plan, consists of specific goals and measurable objectives that are used to determine the (1) ongoing staff development needed; (2) allocation of human and financial resources; (3) formative and summative evaluation plan that is embedded in the School Improvement Plan; (4) collection and analysis of student assessment data and change in teacher instructional practice; and (5) ongoing reporting of progress and student achievement to specific targeted audiences. The School Improvement Plan provides a school-based vision for improved teaching and learning. This individualized approach to school improvement planning and implementation allows for the review and enhancement of existing improvement plans and helps school staff to focus on the integration and implementation of evidence-based instructional best practices into classroom teaching.

Wayne RESA services include: (1) intensive, ongoing staff development programs in core curriculum content areas (e.g., English Language Arts, Mathematics, Science, Social Studies) that are designed to increase teacher content and pedagogical knowledge; (2) technical assistance to schools on the integration of technology into classroom instruction; (3) programs that support the maintenance of learning environments that support enhanced student learning (e.g., School-Wide Positive Behavior Support, Response to Intervention (RtI), Assistive Technology, Special Education Redesign), and (4) programs to enhance the skills and knowledge of staff (e.g., Professional Learning Communities (PLC), Principal Leadership). This Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application
array of services is supported, over time, by assigned consultants and coaches who work with school staff to facilitate the integration of these services into ongoing school management and classroom instruction. Wayne RESA consultants facilitate the setting of specific milestones and/or goals to determine progress toward the achievement of the improvement envisioned in the School Plan.

Wayne RESA currently has a number of content-specific professional development programs that have proven to be highly successful in increasing teacher content knowledge, changing teacher practice and improving student achievement (e.g., Project Making Mathematics Matter [PM3], Special Education Literacy Connections Training [SELT]). These programs, which reflect the RESA model for staff development, include: (1) intensive training in both content and pedagogical knowledge (i.e., a minimum of 80 hours of training); (2) at-the-elbow coaching; (3) the development of Professional Learning Communities through scheduled grade-level meetings; and (4) embedded research-based, program evaluation that documents change in student achievement and teacher practice. Both Project PM3 and SELCT have quantitative data that statistically verify the impact these programs have had on teacher practice and student achievement.

C. Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement

Wayne RESA services are supported by an array of personnel that provide specific support to the school improvement process:

Mentors: Mentors provide technical assistance in the development of needs-based School Improvement Plans and monitor school progress toward the achievement of established goals. They also serve as case managers who coordinate the services necessary to impact school improvement and increase student achievement.

Coaches: RESA maintains a cadre of three different types of coaches who provide embedded professional development to school staff.

a) Principal Leadership Coaches: The primary focus of work of these coaches is to provide building principals with the support and the embedded professional development experiences needed to become an effective instructional leader.

b) Content Coaches: The primary focus of the work of these coaches is to impact classroom teacher practice, reinforcing the content and pedagogy knowledge teachers gain through RESA staff development programs.

c) Data Coaches: The primary focus of the work of these coaches is to assist teachers to align curricula to Michigan Grade Level Expectations through an in-depth analysis of student achievement data. These coaches work with both CLASS A data and D4SS data.

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

Wayne RESA evaluation staff have developed, and successfully implemented, an evaluation process that has been accepted by the US Department of Education as a model for Title I Programs. This evaluation model is directly aligned to the School Improvement Process that yields both formative and summative evaluation data that is used to guide improvement planning and activities. An evaluation plan is embedded in the process of developing a school’s Improvement Plan.
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)

Exemplar 2: Use of Scientific Educational Research

A. Detailed data that supports successful performance of delivered services

Project PM3 and Project SELCT, referenced above as the RESA model of staff development, have collected specific data that demonstrates the successful performance of delivered services over time. The impact of Project PM3 on the mathematics achievement of students in grades four-to-eight on the MEAP in two high-needs districts is documented.

Data document steady improvement in student performance. Assuming that an increase of five percentage points represents a meaningful and educationally significant gain, improvement occurred from 2007 to 2008 at three of the four grade levels shown for both districts.

B. Reference research studies that indicate positive impact on student achievement

Project PM3 demonstrates how RESA uses current educational research to develop professional development experiences. In the case of PM3, staff development experiences are presented in an Institute format which presents ongoing, sustained and job-embedded professional development designed to increase teachers’ knowledge of:

- mathematics content knowledge area and
- evidence-based practice in mathematics instruction.

This Institute design is built upon the shared belief that effective teacher professional development must be long-term, sustained, collaborative, school-based, linked to curricula and focused on student learning (Hiebert, Gallimore, & Stigler 2002). The instructional model combines:

- courses of studies to develop teacher knowledge of mathematics, and
- building-based, follow-up support with coaching to build teacher practice

Since it is implemented in partnership with a teacher training institution, the University of Michigan-Dearborn, it offers graduate credit to teachers desirous of continuing their education.

This integration of reformed curriculum, effective instructional strategies, deep content knowledge, and collaborative reflection on classroom practice represents the recommendations of the National Commission on Mathematics and Science Teaching for the 21st Century. Examples of the research that was utilized to develop this particular staff development program in mathematics are:

- Content-Focused Coaching: Transforming Mathematics Lessons (West & Staub, 2003)
- Designing professional development for teachers of science and mathematics (Loucks-Horsley, Love & Stiles, 2002)
- The essentials of effective professional development: A new consensus, found in L. Darling-Hammond & G. Sykes (Eds.)
- A knowledge base for the teaching profession: What would it look like and Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

12
how can we get one? (Hiebert, Gallimore & Stigler 2002); Marzano, Robert J. & Kendall, John S. (1996). Designing Standards-based Districts, Schools, and Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development


Project SELCT, another RESA project that has demonstrated positive impact on student achievement, employs an even more intensive structure of weekly meetings with participating staff.
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).

A. Successful performance in developing job-embedded professional development plans for: principals, school leadership teams, teachers and support staff

Wayne RESA has developed a comprehensive, on-going professional development plan. Wayne RESA understands that quality professional development for adult learners will positively impact student performance. It embraces the “Characteristics of Quality Professional Development” as developed by the Michigan Department of Education, the Michigan Curriculum Framework, the School Improvement Framework and the National Staff Development Council. The plan includes:

Quality Professional Development

- Is part of an ongoing comprehensive professional development plan that addresses the long-term professional needs of the individual as well as the long-term change of practice;
- Includes best principles for adult learning;
- Is designed by those for whom the professional development is intended;
- Occurs when learners collaborate and share knowledge with each other and requires ongoing reflection;
- Is helpful to all staff as they work to meet the needs of RESA constituents who learn in different ways and come from diverse backgrounds;
- Is characterized by an understanding of the needs of RESA constituents, proven research, and demonstrates the best use of technologies;
- Is consistent with school improvement, strategic and project plans; and
- Is for enhancing teaching and learning or the business of education.

It is essential that the professional development plan provide an opportunity for both the needs of the individual and the needs of students so that student achievement can be enhanced. It is recognized that professional development, to be effective, must be ongoing, sustained and evaluated. Professional development must provide opportunities for trainees to apply their new learning. Implementation of learning communities is encouraged. Quality professional development depends on RESA staff’s content knowledge. Professional development provides them with research based instructional strategies, rigorous standards and prepares them to use various types of training designs. To this end, the expectation for professional development at RESA is aligned to the following standards:

STANDARDS:

1. Design for capacity building - Design of professional development will incorporate learning strategies appropriate for the intended goal and will build staff skills to learn and apply research based workshop skills. Professional development opportunities will model new learning strategies, build individual capacity, and use multiple learning environments in order for RESA staff to anticipate and react to changes in education.
2. Include constituent input - Data, from a variety of sources, will be utilized to
determine priorities and help sustain continuous improvement. Professional
development planning includes understanding of constituent needs.

3. Utilize best practices and learning - Effective professional development applies
knowledge about learning and change, and relates directly to the design of the
teaching and learning process. Learning communities will be encouraged as a
means to provide ongoing support to adults working to improve learning.

4. Promote leadership - Professional Development will promote leadership to guide
continuous instructional and educational improvement.

5. Model and teach collaboration - Collaboration will be modeled and taught so that
adult learners can learn how to apply a collaborative process with their learning
communities.

6. Utilize research - Professional development will prepare staff to apply research
and best practices to projects, services and RESA’s mission.

7. Align with RESA’s strategic plan - Professional development is aligned with RESA’s
strategic plan.
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

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

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

A. Aligning models to be implemented with SI Framework

Wayne RESA has offered extensive workshop sessions on the school improvement framework alignment. We offer four sessions a year (the four stages of the school improvement model) as well as 18 half days to help schools understand the process and how to use the advanced site to comply with the states regulations. Our four full days let us work in depth with our local LEA’s to help them understand the process of school improvement. We work with them on activities so they can share with their schools the real process of improving. We also offered district workshops where we worked with districts on their improvement plans.

B. Michigan Comprehensive Needs Assessment

RESA works with schools on the Comprehensive Needs Assessment (CNA) in a number of ways. We hold Title I meetings for our local and regional districts. We often bring in experts to help our LEA’s with understanding what is needed by them for state and federal requirements. For the first time this year, RESA offered district workshops to provide our districts the data they needed from the CNA to complete their Title I applications. We intend to do the same in the fall for our local schools. Regional LEA workshops were also held here at Wayne RESA to help our locals understand the LEA planning process.

C. Individual School/District Improvement Plans, North Central Association (NCA)

We have been involved in the “One Common Voice – One Plan” since its inception three years ago. Many sessions and workshops have been provided to assist our locals districts in understanding the concept of “one plan”. Everyone in school improvement at RESA understands what it means and is working with districts to explain it. We meet monthly with curriculum directors and they understand the message. We also meet with local school improvement teams so they understand what it means. We also have three NCA ambassadors working full time for RESA and they help spread the word through the NCA lens.

D. Understanding of Title I

Again we offer Title I meetings monthly for districts where all components of Title I are discussed. We offer both targeted and school-wide support. We have examples of exemplary plans for both areas. We also work closely with our field service representatives so we are confident that we are giving the same message.

E. State Assessments

At the monthly curriculum directors meetings our assessment staff provide updates on MME and MEAP. Our assessment consultants provide a multitude of workshops in understanding MEAP and MME, disaggregating data, using data to inform and differentiate instruction, formative and summative assessment and setting goals. Many of our assessment consultants provide at the elbow support to our local schools and districts. All of these workshops relate to the school improvement process.
F. Michigan Curriculum Framework

RESA also services and support in working with content expectations, and the Michigan Merit Curriculum both at the elementary and secondary level. Our content consultants have a deep understanding of the connections and crosswalks of the Michigan Curriculum Framework and the new common core.
Exemplar 5: Sustainability Plan
(15 points possible)

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

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The RESA service delivery model utilizes the School Improvement process to help schools select those services that are the most appropriate to increase student achievement, resulting in schools achieving AYP. This process involves school staff in the ongoing (1) development of instructional plans based on assessment data, (2) monitoring the implementation of these plans, and (3) evaluating the impact of any interventions or professional development on teaching and learning. The goal is to sustain student growth over time.

The Wayne RESA approach to the development of school sustainability plans is multifold: (1) work with individual schools to formulate an ongoing plan for staff training that is developmental and sequential in nature; (2) provide ongoing support to schools to build local capacity to sustain improvement by helping key educators develop the skills necessary to develop and sustain professional learning communities; (3) foster the implementation of a schedule of regular grade-level, content-specific meetings; (4) involve principals, department heads where they exist, and teachers in the development of plans for sustaining any growth achieved.

If requested by a district, RESA works with central office staff (i.e., administration) to develop a district-wide sustainability plan. This strategy is meant to build support for the efforts of individual schools in a district.
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)

The following list includes the names of the primary staff involved in providing services to schools. These staff members have extensive experience in implementation of the applicable areas. All Wayne RESA consultants have a minimum of a Master’s Degree and many have Doctorates. They provide consulting and leadership in curriculum, instruction and assessment, coordinate activities related to the content and project area, and facilitate the implementation of all aspects of school improvement.

Assessment:
Dr. Bruce Fay
Dr. Pat Drake
Dr. Tammy Grace
Dr. Joseph Musial
Dr. Ellen Vorenkamp
Lena Nemeth
Taryn Sonesson

Science:
Dr. Greg Johnson
David Bydlowski

Social Studies:
David Hales

English Language Arts:
Cheryl Yocum
Kay Elaster
Rosalyn Shahid

School Improvement:
Carolyn Rakotz

Mathematics:
Carolyn Siebers
David Sword
Libby Pizzo
Vanessa McLemore

Special Education:
Kelly Green
Larry Stemple
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.
• **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**