

SUBMISSION INSTRUCTIONS

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:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

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

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: hatfieldt@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

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

SECTION A: BASIC PROVIDER INFORMATION

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.

JRAB INC.'S RE-SUBMITTED APPLICATION VIA E-MAILED ON 1/05/12

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
38-3720594		JRAB Educational Support Services Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
JRAB Educational Support Services Inc.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input checked="" type="checkbox"/> Community-Based Organization <input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): ____	
6. Applicant Contact Information			
Name of Contact Reva Gibson, Ed. D.		Phone (313) 535-1781	
		Fax (313) 533-7745 or 535-1781	
Street Address 19149 Bretton Drive		City Detroit	State MI
E-Mail JRAB1225@att.net		Zip 48223	
		Website	
7. Local Contact Information (if different than information listed above)			
Name of Contact NA		Phone NA	
		Fax NA	
Street Address NA		City NA	State NA
E-Mail NA		Zip NA	
		Website NA	
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.			
<input type="checkbox"/> Statewide			
Intermediate School District(s): Wayne, Oakland, Warren, Macomb Counties		Name(s) of District(s): Detroit, Southfield, Oak Park, Ferndale, Inkster, Warren and Pontiac	

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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: Detroit Public Schools

In what capacity are you employed or do you serve (position title): Special Education Teacher

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)

Support Systems to Ensure Student/Teacher Success & Sustain Improvement

Several of the support systems JRAB Educational Support Services Inc. (JRAB Inc.) will utilize and have received verbal commitment to support us in our efforts to maximize the success of our staff in the implementation of our "Parental Development/Enhancement and Accountability Program" are as follows:

Detroit Public Schools Board Member Annie Carter, District 3 – Will attend and provide necessary support for JRAB Inc.'s parent program and activities; promote the advantages of such a program in the community; will speak to various parent support services in the community to partnership with JRAB Inc.; will help foster fundraising activities for the program; will recognize the successes of the program participants at an end of the year at an achievement recognition program.

Dixon K-8 School of the Detroit Public Schools -- Principal, Dr. Ora Beard has agreed to implement some facet of the program in her building and will provide the necessary support to maximize the success of JRAB Inc. and its program.

Ms. Rosalyn Carter & Rosa Gaines, Counselors at Dixon K-8 School will play a key role in identifying and recruiting program participants; working with JRAB Inc.'s staff in program implementation, evaluating and making suggestions for program modification if and when needed.

Ms. Joann Manning, Social Workers, Dixon K-8 School will provide social work counseling and psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations with program participants at the school, home and/or in the community with periodic re-evaluation; and will serve as a liaison for JRAB Inc. between school, family and community resources; and serves as a source of information regarding community resources.

Ms. Georgia Anderson, DHS Family Resource Center will inform the program participants of the various resources/services provided by DHS and assist them in navigating through the processes for obtaining said services.

The Detroit Public Library -- Edison Branch, Ms. Terri Thomson, Manager – Assist in the development, facilitation and the implementation of a reading club for the program's parent/guardian/student participants; and referring when needed, parent patrons to other community organizations and government offices, etc..

The Detroit Police Community Services Department. – 2nd Deputy Chief Melvin Turner will inform JRAB Inc.'s program participants about the various community service projects provided by the Detroit Police Community Service Department—Detroit Police Department Law Enforcement Explorers Program; Junior Police Cadets Corps; Blue Pigs; Detroit Think Detroit PAL; Mayor's Time Public Safety Service Academy; Gang Resistance Education and Training; Eddie Eagle Gun Safe Programs; Teen Gun Safety; Child Safety; McGruff; Cops Caring for Youth; and Teen Jail Prevention Program.

The Detroit Workforce Development Department, Mr. Robert. Manager, Planning Division will work with JRAB Inc.'s active parent/guardian program participants in providing workforce training as well as job placement when merited.

To sustain the growth of the program, JRAB Inc.'s staff will provide the training needed for the participating school's staff and parents during the implementation/duration of the program, as well as assist the school when needed in the recruiting of a new group of parents/guardians of the "At-Risk Students" and their children every 14-week cycle via recommendations and by word and mouth of past program participants during the four-year program. When the grant ends, a pre-selected group from the school's staff (an administrator, teachers, support staff, members from the leadership teams of the School Improvement Team and LSCO, and past parent/guardians) who were active participants in the program and identified and determined by JRAB Inc.'s staff to be proficient to continue the implementation of its program, will have the responsibility of doing so. JRAB Inc.'s staff will continue to provide support when needed via semi-annual meetings with the school's administration and/or leadership teams, and follow-up workshops.

Parent involvement will be strengthened in a non-punitive way by inviting those parents/guardians of the identified "At-Risk Students" to an "Open House/Spaghetti Dinner" at the beginning and end of each 14 week sessions highlighting the

benefits/successes of the program; recognizing the parents and their children's excellent achievements and attendance by putting their names on the school's marquis as "Parent/Child of The Month"; offering a "Parent/Child Dinner Outing" for those parents/children who have perfect attendance at the end of the program; having a popular radio station announcer announcing the names of the parent and child who had perfect attendance each session; recognizing the achievements of the parents and their children in the organization's and school's newsletter; issuing "Certificates of Excellence/Participation" at the end of each 14 session during a recognition program for deserving parents/guardians for excellent attendance and active program participation--100%--Gold, 95%--Silver and 85%--Bronze; recognizing student participants with 95% attendance and improvement in their academic achievement--i.e. grades from "F" to a "C" with no code violations; the sponsoring of an end of the year raffle for parents with 100% program attendance and participation--three winners to receive a \$25 Savings Bond for their child; the offering of entry level job training and job placement for active parent/guardian participants; and having past parent program participants to share with new prospective parents/guardians the benefits of the program at a "Coffee Hour" with an invitation to participate.

Content/Delivery Systems Resulting in Sustained Improvement for Student Achievement

The mission of the "Parental Development/Enhancement and Accountability Program" is to engage the active participation of families of at-risk students in their children's educational endeavors by providing the support services needed for parents to play the significant role necessary for successful student development outcomes--academically, socially, psychologically and physically in our society.

The goal of the "Parental Development/Enhancement and Accountability Program" is to provide the necessary preparations and support services to parents/guardians of "At-Risk Students" required to enhance student academic achievement and personal success in hopes of decreasing youth/adult illiteracy, high school dropout, teen pregnancy, drug and alcohol use/abuse and distribution, juvenile delinquency/social misfits--followers and not leaders, the lack of respect for self/peers/parents/the family/the community/adults/the educational institutions/the law, imprisonment and premature death, and the lack of employability skills and the ability to eventually take care of self and family

The "Parent Development/Enhancement and Accountability Program" is an in-depth program whose objectives are to:

1. Apprise/teach parents/guardians effective parenting skills and provide the necessary support services referrals—medical, psychological, educational, and social.
2. Recommend needed individual and/or group counseling (social, psychological, and educational) for both parents/guardians and their children if and when needed.
3. Provide needed academic instruction in the areas of Reading/Writing, Math/Science, Computer, Family Living/Entry Level Job Training so parents will be better able to assist their children with school and homework and have the skills for entry level employment.
4. Provide or establish an employment link between school and work as a direct result of this "at-risk" program.
5. Provide tutoring services for "at-risk" students whose parents/guardians are participants in the program.
6. Make program participants aware of the role of citizens in a community/society via volunteerism and provide them with the opportunity to demonstrate said role first hand.

"The Parental Development/Enhancement and Accountability Program" will be a twenty-eight week program (September to April) with two fourteen-week sessions that will accommodate a minimum of 50 and a maximum of 60 participants (parents/guardians and students) from 9:00 A.M. til 12:00 Noon four days a week (Mondays and Wednesdays or Tuesdays and Thursdays) for parent/guardian participants. Parent/Guardian participants will receive three classes of one hour each in the areas of Effective Parenting Skills and Life Enhancement Skills. "After School Tutoring" will be offered for the "At-Risk Students" of the program's parent participants from 3:15 P.M. til 5:00 P.M.-- the same days' attendance schedule of their parents in reading, writing, math and homework assistance. Parents/Guardians of the participating students must attend at least two days of tutoring with their child when/if possible. Both parent/guardian and student participants will be given the program's Pre/Post Test, as well as weekly quizzes and tests. **The professional development administered/sponsored by JRAB Inc. for all stakeholders of the participating school (the administration, instructional and support staff, and leadership teams) will take place during the school's professional development week prior to the opening of school, assigned professional development days during the school, and during pre-approved staff and grade level team meetings.**

The delivery system JRAB Inc. will employ to sustain student and parent/guardian achievement will be the provision of instructional classes in “Effective Parenting Skills” and “Employment Growth/Enhancement” for parent/guardian participants two days a week (Mondays and Wednesdays or Tuesdays and Thursdays) four hours a day--90 minutes per class; and “After-School Tutoring” for the “At-Risk Students” two days a week (the same days of their parent program attendance) one hour and forty five minutes per day whose parents are active participants in the “Effective Parenting Program”. **In disseminating information to the program’s participants, the staff will incorporate the use of computer technology and the latest audio visual equipment in its program by negotiating a shared equipment agreement with the site school when possible, prior to the program’s implementation. A large percentage of the instructional materials used by this program is authored by its program director, Dr. Gibson, as well as pre-selected published materials to be used for the “After-School Tutorial Program”. The data to be used to show parent/student/program growth or the lack there of will be student attendance and transfer reports, discipline referrals and suspensions, administrative transfers and expulsions, students’ progress reports and report cards; standardized and program generated tests results; parents’ and students’ participation in school and extra-curricular activities; parent/teacher conferences attendance reports; and parents/guardians participation in monthly LSCO meetings.**

To assess the success or lack of success of its “Parental Development/Enhancement and Accountability Program’s” pilot program of 2008, JRAB Inc. administered the following assessments—a pre/post test to the parent/guardian participants to determine their prior knowledge and knowledge received during the program; an assessment of the program’s informational/instructional system and the competency and delivery system of the instructional staff by the program participants; an assessment of the “After School Tutorial Program” and its staff by the student participants; and an assessment of the effectiveness of the program and its staff by the site school staff.

The program began with 12 parents/guardians and 20 students (Grades PK-5) and based on the outcome of the program’s assessment, JRAB Inc.’s staff surmised that the program was effective, needed, welcomed and embraced by all participants—parents/guardians, students, the school and its staff. The program concluded with 10 parent/guardian participants, a loss of two (two during the second week of the program obtained employment and could no longer participate); and 20 students, a loss of three during the third week (incurred transportation problems and could no longer participate in the program). Two parents expressed the need to have help in reading and math from the onset of the program and **tutelage** was provided. One parent expressed the need for shelter, for she, three of her children and two of her grandchildren (four under the age of nine) would be homeless within a week. JRAB Inc. was able to secure her a home in the Crary School District with the assistance of Mrs. White of the Homeless Unit of the Detroit Public Schools and Mrs. Jean Griggs of the Neighborhood Legal Services.

Based on the teachers’ final evaluations of the students actively participating in the “After School Tutorial Program”, all students showed some improvement by the end of the program in the areas of self-esteem/self-worth, attitude about school and schoolwork, citizenship, improvement in their school work and academic achievement—the largest percentage from the poor to fair category; the next largest improvement was from the fair to good category; a smaller percentage of improvement was from the good to very good category; and an even smaller percentage of improvement was from the very good to excellent category—one student. Ninety-five percent of the students’ citizenship improved and most of the student participants’ self-esteem and self-worth improved; all the students said their parents’ expectations of them regarding their schoolwork was higher; the relationship between parent and child had improved; the parents/guardians became more supportive of the school’s goals/strategies to educate their children; the parents/guardians self-esteem, self-worth and goals in life itself were enhanced; and the parents/guardians also became more involved in planned school activities. Based on the outcome of the various assessments of the pilot program of “**The Parental Development/Enhancement and Accountability Program**”, JRAB Inc. was and is pleased to say that its hypothesis that if the program was implemented in a similar environment with an increased number of similar program participants and staff, the probability for similar success would be high likely. **All program participants said six weeks of instruction was not enough, for it did not allow the amount of time needed for the personal growth they desired and recommended that the program’s instructional time be increased. Therefore, JRAB Inc. agreed and increased the time of the instructional program to a 14-week program for all participants—parents/guardians/students.**

JOB EMBEDDED PROFESSIONAL DEVELOPMENT TO INCREASE INTERNAL CAPACITY FOR IMPROVEMENT AND SUSTAINABILITY LINKED TO STUDENT ACHIEVEMENT

JRAB Educational Support Services Inc. has a highly competent and accomplished staff (degreed, certified, competent, experienced) that has and will consist of a director, a supportive administrator from the participating school, a counselor, 4 teachers, an attendance agent/tutor and a financial manager/administrator who will enhance the

parenting skills and employment enhancement of the parent/guardian program participants, as well as the academic and personal enhancement of the students. A supportive partnership will be developed between the school, special existing programs, the community, the city, the police department and judicial system, businesses, social agencies, the religious community and etc. will maximize the program's chances for success, as well as all of its participants' chances for academic and personal success. **If and when the program is no longer funded, the participating school's administration, leadership team, teaching and support staff, endorsed parent/guardian participants, and the community will have the wherewithal to continue a modified version of the program. JRAB Inc.'s administrative team will support the program when needed via sponsoring follow-up workshops.**

The following is a brief synopsis of the responsibilities of the staff:

Program Director (1) – Responsible for the development, implementation, promoting, coordinating, supervising and evaluating the program; the hiring, supervising and evaluating of staff; co-editing of the program's bi-annual newsletter; the supervision of the program's budget, and any other provision that will enhance the effectiveness of the program.

On-Site School Administrator (1) -- Responsible for providing the needed support and assistance to JRAB Inc. for the successful implementation of the parent program— i.e.--allocating needed space; introduction of the program to staff, parents/guardians and students; recommending program participants; evaluating the program, writing newsletter articles for the JRAB GAZETTE about the status of the program in the school and etc.

Teaching Staff (3) – Assist with curriculum development, instruction, and the regular evaluation of the instruction effectiveness and the program participants' academic and personal achievements; providing one-on-one instruction/counseling to program participants when need and etc.

The Counselor (1) – Responsible for the introduction of and the recruitment and counseling of participants for the program; servicing parents/guardians on site; servicing the children/guardians of the program at the school site two days a week; and assisting with the planning and implementation of pre-planned program workshops, activities, fieldtrips, etc.

The After School Tutorial Teacher (1) – The After-School Tutorial Teacher will service twenty (20) (grades 3 to 5) for 1 ½ hour session immediately following the school day on Mondays thru Thursday with their homework and needed remedial instruction at the participating school site.

The Parent-Liaison/Attendance Agent/After School Tutoring Assistant (1) – The Parent-Liaison/Attendance Agent will service student/parents/guardians in the area of school attendance and proper social behavior; and assist with the "After-School Tutoring Program.

The Financial Administrator (1) – Responsible for maintaining accurate financial records; generating payroll sheets; monitoring and reporting results of quarterly audits; assisting the director with the approval of the program's bills and payments; generating the necessary in-house financial reports; insuring the payment of all approved financial activities of the program; and generating quarterly financial reports to the Board of Directors of JRAB Inc.

COMPREHENSIVE CYCLE AND SUMMATIVE ASSESSMENT SYSTEMS

JRAB Educational Support Services Inc. will do a quarterly evaluation of the program and a bi-weekly evaluation of the success and/or lack of success of the program and its participants incorporating the following assessments:

Program Itself – Positive outcome of Pre/Post Assessment Survey; active parents/guardians/students participation (attendance, program/school participation, educational/academic/good citizenship growth, attitude change in parent and child, improvement in school climate, increase in demand for participation by more parents/guardians, etc.) resulting from program participation.

Parents/Guardians – A Pre/Post Assessment Survey; program attendance and active participation; weekly classroom instructional tests; increased school, community activity volunteerism/participation; job employment; improved support of school and teachers in the educational process; enhanced problem solving skills; and improve attendance, grades, citizenship and test scores of their children/guardians, etc.

Students – 90% or better school attendance; average or better report card grades; good citizenship grades; zero major code violations; few to nil minor code violations; positive growth in standardize test scores; enhanced self-esteem/self-worth; enhancement in social skills; increased participation in school and community activities, and etc.

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)

USE OF SCIENTIFIC EDUCATION RESEARCH DATA

Research on the educationally disadvantaged provides a clear picture of those likely to fail in elementary and secondary schools. Students from low-socioeconomic backgrounds, minority groups, or whose parents are not directly involved in their children's education endeavors are at risk for educational failure—either by failing to learn while in school or by dropping out of school altogether (Ralph, 1989).

Over the last decade there has been a growing realization that students from minority backgrounds, low-income families, or both are more likely to be “at-risk” and are rapidly assuming an unprecedented share of the student population. Current estimates of the proportion of American children who are at risk for school failure range from 10 percent to 25 percent, depending upon which indicators are used to define “at-risk children”. Pallas, Natriello, and McDill noted that 35 percent to 40 percent of American students read at levels below what is expected of children their age. These authors estimated the “at-risk population” to be 33 percent of the total school population—and they believed their estimate to be conservative. Due to projected families of Hispanic origin, Pallas and his colleagues expect the problem of school failure to increase substantially between now and the year 2020 unless significant improvements occur in the lives and education of poor and minority children (Pallas & Natriella, 1989).

Historically, “at-risk students” were primarily those whose appearance, language, culture, values, communities, and family structures did not match those of the dominant white culture that schools were designed to serve and support. These students—primarily minorities, the poor, and immigrants—were and are considered culturally or educationally disadvantaged or deprived. As it became obvious that large numbers of these students were not achieving at minimally acceptable levels, “it seemed natural and certainly easy to define the problem as arising from deficiencies in the student themselves” (Goodlad & Keating, 1990).

Some of the prevalent indicators hindering academic achievement and student performance of “at-risk students” identified by well known educational researchers, accomplished educators/administrators, nationally known philanthropists and community activists are:

- *Poor socio-economical background; Single parent families.
- *Minimum to nil parental involvement in their children's education endeavors.
- *Poor academic performance and achievement' Poor school attendance.
- *Excessive number of disciplinary referrals and school suspensions.
- *High dropout rate; High dependency on welfare and other social programs.
- *High percentage of juvenile delinquency.
- *High percentage of involvement in violence and crime.
- *Premature sexual activity; Early pregnancy and a high pregnancy rate.
- *Excessive substance abuse/usage of alcohol and drugs;
- *Inadequate social skills; Low employability skills.

Since the aforementioned research suggested that the lack of academic achievement and low student performance of the “At-Risk Students” for the most part was due to the lack of support from parents/guardians/families who have low self-esteem and/or hopelessness; and have had negative experiences in educational settings and are thus reluctant to enter this environment and therefore they have minimal involvement in their child's educational endeavors, Dr. R. Gibson, the founder and president of JRAB Inc., decided to author/develop a program—“The Parental Development/Enhancement and Accountability Program” for the specific purpose of developing a much needed program designed to eliminate the reasons for these parents/guardians' lack of participation/involvement in their children's educational endeavors.

To determine the potential effectiveness of any new program, pilot testing with a smaller population was in order, which JRAB Inc. did with its program. The pilot testing was for six weeks (Tuesdays and

Thursdays beginning April 29th thru June 5th of 2008 at Crary Elementary School of the Detroit Public Schools) from 9:00 A.M. until 12:00 Noon for parents/guardians; and from 3:15 P.M. until 4:30 P.M. for the students of the parent/guardian participants. During the parent/guardian sessions, the participants were introduced to “Effective Parenting Skills” and core subject instruction where needed. During the “After- School Tutoring Program”, students received remedial instruction in reading, writing, math, as well as assistance with homework. The program’s staff of a retired DPS instructor, a counselor, an administrator, a civil service worker and one current DPS teacher, volunteered to participate. Twelve parents/guardians volunteered to participate, as well as their children—20. The parents/guardians received instruction in “Effective Parenting Skills” from 8:30 A.M. until 12:00 Noon and their children received “After-School Tutoring” and homework assistance from 3:00 P.M. until 4:30 P.M. Many parents/guardians returned in the afternoon and sat in on their child’s tutoring sessions.

To assess the effectiveness of the program, JRAB Inc. developed and administered the following assessments

- A pre and post survey of the parent/guardian participants’ prior knowledge and knowledge received during the “Effective Parenting Training Sessions”.
- An assessment of the program’s informational/instructional system and the competency and delivery system of the instructional staff by the parent/guardian participants.
- The assessment of the “After School Tutorial Program” and its staff by the student participants.
- An assessment of the effectiveness of the program and its staff by the site school’s staff.

Based on the outcome of the assessments of the beginning 12 parents/guardians and 20 students (Grades PK-5), it was surmised that the program was needed, welcomed and embraced enthusiastically by all participants. The program ended with 20 parent/guardian participants, a loss of two (during the second week of the program, they obtained employment and could no longer participate); and 17 students, (a loss of three students) during the third week (incurred transportation problems and could no longer participate in the program). Two parents expressed the need to have help in reading and math from the onset of the program and help was provided. Another parent expressed the need for shelter, for she, her three children and two grandchildren (four under the age of nine) would be homeless within a week, but a permanent home in the Crary School District was secured with the assistance of Mrs. White of the Homeless Unit of the Detroit Public Schools and Mrs. Jean Griggs of the Neighborhood Legal Services.

Based on the teachers’ evaluation of the students actively participating in the “After School Tutorial Program”, all students showed improvement at the conclusion of the “Six-Week Pilot Program” in the areas of self-esteem/self-worth, attitude about school and schoolwork, citizenship, improvement in their school work and academic achievement—the largest percentage from the poor to fair category; the next largest improvement was from the fair to good category; a smaller percentage of improvement was from the fair to good category; a smaller percentage of improvement was from the good to very good category; and an even smaller percentage of improvement was from the very good to excellent category (one student). Ninety-five percent of the students’ citizenship improved and most of the student participants’ self-esteem and self-worth improved; and all the students said their parents’ expectations for them regarding their schoolwork was higher; and the relationship between parent and child had improved.

Since the reporting of the aforementioned findings, the current data that can be used to support the hypothesis that the “Parental Development/Enhancement and Accountability Program” did and continues to maximize the “At-Risk Students” chances for academic and personal success. JRAB Inc. did do a follow up last year on some of the students that participated in the 2008 pilot program. Eighty percent of those students were doing average and above in their grades, very good attendance, minimum code violations and respectable scores on the required standardized tests. The other twenty percent of those students did not have the level of home support needed to enhance their chances for success. Unfortunately to date, we do not know how any of these students performed on the NAEP, where the Detroit Public Schools’ fourth graders scored the lowest scores in the country. It would be interesting and helpful if we were able to get these students scores to find out how some of these students did on that test. However, we do feel if the parents who participated in our pilot program continued to utilize the instructions and tools we provided them

with during their and their children's six week participation in our program, most of them should be performing average and above academically and socially.

Our "Parental Development/Enhancement and Accountability Program" is designed to lay the foundation for a child's educational endeavors, therefore, we targeted the parents/guardians of the "At-Risk Populace" in grades PK-5. Our goal is to track these students through high school graduation. By doing this, we will have helped secondary education by ensuring that the students participating in our program will be better able to achieve academic and personal success upon entering high school with the required foundation for success. Also, we will be supporting secondary education at Northwestern High School of the Detroit Public Schools by sponsoring a Parent Workshop at the beginning of the second semester relating to "Effecting Parenting Skills" for parents of identified "At-Risk 9th Graders". Its principal, Ms. Raines, said her students' attendance and discipline have become some what problematic and is having a negative on the majority of her students' reading and math scores, which are well below grade level. JRAB Inc. said it would be willing, if we get the State Farm Insurance Grant in February, to provide her staff with the necessary training to implement a modified version of our program.

The results of the aforementioned assessments, past and present, give credence to the hypothesis that if the program was implemented in a similar environment with a larger population of similar participants and staff, the probability for similar success would be highly likely, especially at the PK-5 Grade Level. Through school involvement, one could assume that parents/guardians develop a greater appreciation of the important role they play in their children's education, a sense of adequacy and self-worth, strengthened social networks, and motivation to resume their own education. Because of this action, not only do parents become more effective as parents, but they also become more effective as people. It is a matter of higher self-esteem. Once they realize they can do something about their child's education, they then realize they can do something to enhance their housing, their community, and their jobs. Therefore, it becomes imperative that a proposed program like the "Parental Develop/Enhancement and Accountability Program be implemented to address these critical issues—teaching parents/guardians how to be effective parents for a life-time, thereby maximizing their children's chances for academic and personal success.

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Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

JOB EMBEDDED PROFESSIONAL DEVELOPMENT

JRAB Educational Support Services Inc.'s administrative team/staff will be responsible for the implementation of the job embedded professional development for the administrators, teachers, counselors and other school based support services for its program "The Parental Development/Enhancement and Accountability" at the participating school's site. JRAB Inc.'s administrative team under the leadership of its President/Director and Program Developer, Dr. Reva Gibson, and outside consultants when deemed necessary, will coordinate and sponsor the participating school's staff in-service workshops for the introduction and implementation of its parent program to the participating school's staff that will consist of the building administrator, members from its instructional and support staff, and members from its school's leadership teams. The following topics will be addressed and aligned to the participating school's staff:

- The introduction of JRAB Educational Support Services, Inc. and its staff.
- The introduction of the "Parental Development/Enhancement and Accountability Program", its mission, goals and objectives.
- The participating school staff's role and responsibilities to the program.
- The criteria for parent/student participation.
- Parent/Student's recruitment, participation and responsibilities.
- The infusion of the program's activities into the school's activities calendar.
- The responsibility and accountability of all program participants.
- The required reports and evaluation of the program and its participants.
- The solicitation of community support by the school and its staff.
- Making the school "Parent Friendly".
- Making the parents/guardians respectful and "School Friendly"

- The topics that will be addressed and aligned to the parents/students in the program from the participating school's site are as follows:
 - The Family
 - Parenting
 - Parents Purpose and Power
 - The Presence of A Positive Mother/Father Parent Figure In The Home
 - Acceptable and Unacceptable Home Environment
 - Family Traditions and Communication
 - Conflict Resolution
 - Bullying
 - Self-Concept/Self-Esteem
 - Moral Development
 - Parents Role In Education
 - Financial Responsibilities

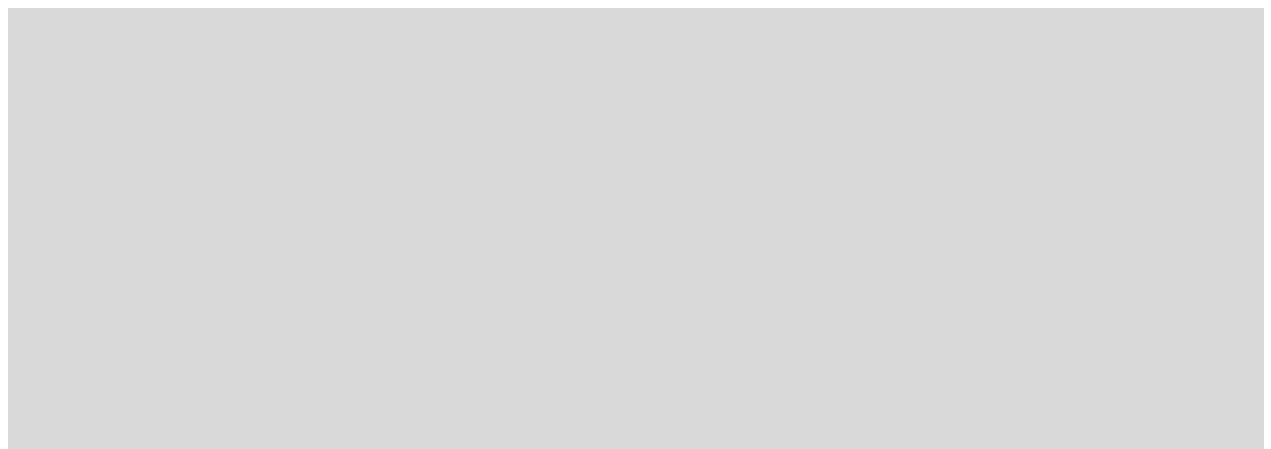
At the end of this in-service JRAB Inc. would have developed for implementation a collaborative comprehensive job-embedded professional development plan to support the principal, school leadership teams, teachers and support staff. At the completion of the development process, JRAB Inc. will have put into place a comprehensive job embedded plan tailored made for maximizing the implementation success for the participating school's staff.

HOW STAFF TRAINING WILL TAKE PLACE

In order to maximize the success of the program, JRAB Inc. has developed and will implement a comprehensive Job Embedded Professional Development Plan to support principals, school leadership teams, teachers and support staff. The strategies for developing and implementing this plan by the administrative team of JRAB Inc. would be to:

- Introduce JRAB Inc.'s parent program to the school's administration at the beginning of the school year via a program presentation by the JRAB Inc.'s Board of Directors and solicit program support at a scheduled conference prior to the start of the new school year.
- Obtain approval from the school's administration, DFT and the School Improvement team to sponsor an all-day Orientation Workshop about the "Parental Development/Enhancement and Accountability Program" to their members. This workshop will be implemented/sponsored during the professional development week for the teaching/support staff prior to the starting of the school year during the staff's Professional Development Week at the selected school site from 9:00 A.M. to 3:00 P.M.
- Introduce JRAB Inc. and in-service the LSCO Executive Board and its members, the community organizations, and parents/guardians of the "At-Risk Student Populace" of the school about JRAB Inc.'s program during the first regular LSO meeting—the third Thursday of September at 9:30 A.M. in the school's Parent Room.
- Develop and coordinate the two programs' calendar of activities for the year with the administration once approval has been given for the program implementation.
- Strategize procedures for program implementation with the school's staff during with the administration and school leadership team meetings.
- Inform/coordinate recruitment procedure and generate a list of program participants with recommendations from the school's staff after the "Fourth Wednesday Count Day.
- Present an evaluated instrument to evaluate the effectiveness of the program for review to the school's staff during the first Wednesday in October at a regular after school staff meeting.
- Coordinate and plan quarterly follow-up evaluation outcomes in-service workshops for the staff during the school year—one and a half hours during the school's regular scheduled professional development planning days.
- In-service the school's staff on the status of the program and possible changes needed on a quarterly basis during an approved regular staff meeting held on Wednesdays after school as to the status of the program.
- In-service the school's LSCO and community members on a quarterly basis during a regular LSCO meeting on the third Thursday during the months of October, December, March and May at 9:30 A.M. in the school's Parent Room as to the status of the program.
- Evaluate program and report findings of program's successes and or lack of to the staff for program modification, if needed on a quarterly basis—October, December, March and May.
- Report the program's activities and outcomes in the organization's newsletter, the JRAB GAZZETTE to be published in May of 2012.

JRAB Inc. will issue monthly progress reports indicating the progress of its efforts to educate parents and foster strong parent-school relationships. JRAB Inc.'s staff will attend school staff meetings and community functions thus availing itself of the opportunity to offer input and training to the staff in the area of parental development and accountability. It is extremely important to JRAB Inc. that the school and staff recognize its need to work closely with the community. All education stakeholders must realize that "No man is an island, no man stands alone", and aggressively work together to maximize the chances for academic and personal success for the "At-Risk Student Populace" and their parents/guardians. This should be, without a doubt, the goal of any comprehensive job embedded plan that maximizes the opportunity for organizations like JRAB Inc. to employ the best practice approaches and intermittent evaluation. Quality professional development for adult learners will produce an obvious positive impact on the "At-Risk Student Populace", their parents/guardians, the school and the community.



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)

BOARD EXPERIENCE WITH STATE AND FEDERAL REQUIREMENTS

Ronald Newton, the Principal of Center Academy in Flint, Michigan from 2007 to present and a member of JRAB Educational Support Service Inc.'s Board of Directors for the past two years has state and federal experiences in over 95% of those requirements listed in Exemplar 4 and shares the experiences he has had with the following:

Aligning Models to be implemented with the School Improvement Framework -- The school Improvement Framework is the base to Michigan schools to improve academically. The SIP framework allows school districts to review their policies and practices to consider ways to improve and increase student achievement. The school improvement plan or process gives the district an opportunity to put a plan together for the up coming years to implement and to see growth in student achievement. The school Improvement framework is based on current research and best practices. The framework can be individualized and used in various ways to develop, support and enhance school improvement plans. Michigan schools are required to develop 3-5 year plans, and are to use them as the blue print to establish goals and objectives that will guide teaching, budget and allocation of resources, professional development, data management and assessment.

The Michigan Comprehensive Needs Assessment -- A comprehensive needs assessment should be the centerpiece of the planning process—the database from which the planning team develops its vision of the future. Through the needs assessment, a school identifies its strengths and weaknesses and specifies priorities for improving student achievement and meeting challenging academic standards. The school staff came together for several weeks through the summer, assessed and analyzed the data of the school, determined and made changes to improve the school, as well as listed three major objectives to implement that included a timeline and checkpoints.

Understanding of Title 1 -- Title 1 funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students. The difference between school-wide and targeted school-wide assistance is the rendering of additional services to any student and not limited to only Math and English students. In order to be considered school-wide assistance, you must have free and reduced lunch for over 40% of the student population, and 40% or less for targeted. There must be a comprehensive needs assessment done associated with school-wide assistance versus targeted Title 1. **Some of his involvement in the Title I Program includes the writing and developing of budgets for both targeted and school-wide programs, the implementation of services to students, and making sure his Title I staff is highly qualified.**

Charles Gibson, an Executive Board Member of JRAB Educational Support Services Inc. (JRAB Inc.), one of its Co-Director, a Vice President since its inception in 2007, and currently a Special Education Teacher at Bates Academy of the DPS, has had state and federal experiences in the following areas: Understanding of Title 1, the State Assessments (MEAP), the Michigan Merit Exam (MME), the Michigan Grade Level Content Expectations (GLCEs)—more specifically, MI-Access GLCEs (these GLCEs are based off of the Michigan GLCEs, but tailored made for cognitively impaired students), and the Michigan Curriculum Framework.

Charles Gibson states Title 1 targeted assistance means that there is a specific amount of students in a school that receive free or reduced lunch, whereas school wide Title 1 assistance means that 90% of the student body receives free or reduced lunch. For the past two years, he has taught in a cognitively impaired classroom at Bates Academy, a Non-Title I School that does not receive any additional federal funding for after school programs, tutoring or school supplies. Any after school tutoring, extracurricular programs at the school comes out of the school budget, or parents pay for the services--the Latch Key Program at the school. Even though Bates has a select group of special needs students (Cognitively Impaired, ASD, and some Resource students) who are Title 1, only the teachers of these special needs students receive a certain amount of funding from the state for supplies, field trips, and other assistive technologies. In his case, he received \$900 dollars annually for instructional expenses.

In Special Education, Charles Gibson states not all students take the MEAP—it all depends on the student's disability. For example, if the students' disability is learning disabled, the student is required to take the MEAP. Iome rare instances, some students are allowed to take the MEAP-Access [which has to be approved through requests from the teacher, principal and specialists specifying why the student should take the MEAP-Access instead of the MEAP]. If the child's disability is mild, moderate or severely cognitively impaired, which his students are,

the student will take the MI-Access. The MI-Access assessment is tailored for cognitively impaired students who are two standard deviations below the average IQ score—the average IQ score is between 100 and 85.

In regular education classroom Mr. Gibson says, teachers use the Michigan Grade Level Content Expectations [GLCEs] as a guideline to what concepts they will teach when preparing lessons and for MEAP preparations. As for him, a teacher of the cognitively impaired students, he uses the MI-Access Grade Level Content Expectations for lesson planning and MI-Access preparation. He also states that the MI-Access Grade Level Content Expectations are the same as Michigan Grade Level Content Expectations, but is simplified for students who are cognitively impaired—students who are cognitively impaired are two standard deviations below the average IQ score. By analyzing his students' scores on the MI-Access, he is able to identify Grade Level Content Expectations his students need the most practice.

Mr. Gibson states that The Michigan Curriculum Framework is used by teachers, including him, to identify different concepts/skills that are to be taught throughout the year in all of the core subject areas—language arts, reading, math, social studies and science. Using the Michigan Curriculum Framework, along with the Michigan Grade Level Content Expectations and curriculum gives teachers the ability to prepare their lessons throughout the week, while adjusting their lessons based on of student mastery of the different skills/concepts.

Belinda Raines, the principal of Northwestern High School of the DPS (from 2009 to the present) and an Executive Board Member of JRAB Educational Support Services, Inc. since 2007 has had and continues to have similar experiences dealing with State and Federal Requirements as Ron Newton, the principal of Center Academy. **Retired Board Members Gary Torgerson** (in 2010 from Mumford High School of the DPS as the Assistant Principal for several years); **Harrison Duke** (in 2010 from Central Office Administration and an Assistant Principal of the DPS for several years); newly elected Board Member **Florene Harden Burks**, a retired Assistant Principal, Special Education Department Head and Curriculum Developer for one of the first chartered schools in Detroit; **Shirley Battle**, a retired principal from the Ferndale Public Schools and a past Executive Board Member and a current Advisory Board Member; **Raymond Hughes**, a retired principal from the DPS and a current Advisory Board Member; **Joseph Greene**, a retired principal from Redford High and a current Advisory Board Member; **Marian Sutton**, a retired principal from Northwestern High School and a current Advisory Board Member; **and Board President Reva Gibson**, a retired educator/administrator (2004) chaired the School Improvement Team at Central High School for five years and was the administrator on this team at Detroit City High School for 2 ½ years, was a member of Central High School's North Central Association Advisory Committee, was the coordinated of a Title I program—The Practical Life Skills at Mumford High School for two years, Administrator In-Charge/The Compact Enrichment Program—Northwestern High School, and Administrator In-Charge, The Pass Program—Northwestern High School, all have had similar experiences, both administratively and educationally with State and Federal Requirements, especially relating to most of the aforementioned programs prior to their retirements in education from the State of Michigan and will have no problem in insuring that the required guidelines are enforced to the letter.

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.

The Sustainability Plan that JRAB Inc. will put in place for the building to become self-sufficient at the end of its 3-year grant period will be that JRAB Inc.'s administrative team will assist the selected school's administration in developing a plan to infuse its program (JRAB's program) into the regular school's program. This plan would include the following strategies:

- **Identifying persons from the school (administrator, teachers, support staff, leadership team members and the program's endorsed parents/guardians participants) that will be targeted to continue the implementation of the key components of the program—the training of the parents/guardians of the "At-Risk Students Populace" in the area of "Effective Parenting Skills"; and providing "After School Tutoring" for the "At-Risk Students" whose parents are active participants in the "Effective Parenting Skills Program".**
- **Providing several in-service training sessions for the identified school support staff for developing the infusion strategies between the school and JRAB Inc.'s program.**
- **Evaluating the effectiveness of the identified staff's performance through JRAB Inc.'s observation of their implementation of the infused plan/strategies and the outcome of the program participants' (parents/students) written evaluation of the plan and the staff; and providing additional training/support when needed.**

The administrative team of JRAB Inc. will return to the school's site at planned intervals to evaluate the implementation of the sustainability plan and provide additional support if needed.

JRAB Inc. hopes that at the conclusion of each session of "**The Parental Development/Enhancement and Accountability Program**", all student participants actively engaged in 90% of the program's instructional sessions and activities for a minimum of 14 weeks with the increased support of their parents, will demonstrate a measurable improvement in their citizenship/behavior, attendance, grades, and test scores; enhanced self-esteem/self-worth; and increased involvement in extracurricular school and community activities by the end of the school year and years to come. All parent/guardian participants will now be able to provide the school with the much needed support required to maximize their children's/guardians' efforts to achieve academic and personal success via the participation in the program's 14 weeks effective parenting sessions; and at the same time, the program will have provided the opportunity for these parents/guardians to enhance their own personal and professional development in life itself. Our staff will monitor the progress or lack thereof as related to the participants for the next two years. If needed, additional support will be provided.

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)

PROGRAM/STAFF'S QUALIFICATIONS/EXPERIENCE

JRAB Educational Support Services, Inc. (JRAB Inc.) is a non-profit organization incorporated by the State of Michigan on June 19, 2007, have an outstanding and highly accomplished staff that has a myriad of experiences—educationally and administratively; a Board of Directors that has met once a month for 4 years; has been 501c3 approved since October 17, 2007; is registered with Dun & Bradstreet Inc. effective July 21, 2010; has received the required insurance quote by a reputable insurance company for the necessary insurance required by the Detroit Public Schools; has published three newsletters highlighting its activities/accomplishments in the schools and several communities; and has acquired a stellar reputation for providing excellent program services via volunteerism (Crary Elementary School, Erma Henderson Lower/Upper, Sherrill K-8 School and Dixon K-8 School).

The staff is comprised of a veteran staff that has a myriad of experience, knowledge and is highly recognized professionally and personally for its educational and personal accomplishments and effective communication skills; has 30+ years in the field of education and are acclaimed as masters in their profession; as well as having obtained the state required certification in education and administration. Since 95% of the staff is comprised of retired educators/administrators and business people who have successfully educated/served thousands of students and their parents, it goes without saying that this staff has garnered enough experience to render them “highly qualified”.

Since the program's inception in 2007, the staff has received 95% excellent performance rating from students and parents/guardians serviced during the past four years, as evident from the evaluation administered/received at the end of each instructional session and program activity, as well as the appreciation letters received. I personally cannot compare the outcome of the quality of our services with a predecessor company/companies. Thus far, we have not had any previous contracts with any agency or school district/school. However, we have pilot tested our program in 2007 and 2010 at Crary Elementary, Erma Henderson Upper/Lower (2008 & 2009) and did some community outreach activities at Crary K-5, Sherrill K-8, Edison PK-5 and Dixon K-8 schools in 2010 and 2011 and received outstanding praises and gratitude from students, parents/guardians, teachers and administration.

A brief synopsis of the staff's role and qualifications is as follows:

Dr. Reva Gibson, the Program Director, and also author and developer of the “Parental Development/Enhancement and Accountability Program”, responsibility will be to navigate her team's successful implementation of the program.

The **On-Site School Administrator's** responsibility will be to provide the needed support and assistance on behalf of the school for the successful implementation of the parent program.

Florene Burks, the counselor, responsibility is to navigate the program's communication between teacher, parent/guardian and students as it relates to the program mission, goals and implementation.

Edward Douglas, Mary Hunter, Dorothy Hardy, Gary Torgerson and Charles Gibson, the program instructors, responsibility will be to provide the necessary instruction for the educational components of the program.

Rhonda Hardy, the attendance agent/tutor, responsibility is to monitor and encourage regular program attendance of parents and students, as well as assist Mr. Gibson with after-school tutoring

Clay Jones, the Financial Administrator, will be responsible for maintaining accurate financial records; generating payroll sheets; monitoring and reporting quarterly audits, etc.

Attached as requested, please find a vitae for each of the aforementioned staff members,

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.