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:

chapmang1@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:

Gloria Chapman
Consultant
Office of Education Improvement & Innovation

OR

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-4226
Email: chapmang1@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.

1. Federal EIN, Tax ID or Social Security Number	2. Legal Name of Entity			
45-3736821	Communities In Schools of Michigan, Inc.			

3. Name of Entity as you would like it to appear on the Approved List				
Communities In Schools of Michigan				

4. Entity Type:

☐ For-profit
x☐ Non-profit

5. Check the category that best describes your entity:

☐ Business
x☐ Community-Based Organization
☐ Educational Service Agency (e.g., RESA or ISD)

☐ Institution of Higher Education
☐ School District
☐ Other

(specify): _____

6. Applicant Contact Information

Name of Contact Jeffrey H Brown	Phone 517-487-1548 X 13	Fax 517-487-0675	
Street Address 741 North Cedar Street, Suite 100	City Lansing	State MI	Zip 48903
E-Mail director@cismichigan.org	Website www.cismichigan.org		

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

Name of Contact	Phone	Fax	
Street Address	City	State	Zip
E-Mail	Website		

8. Service Area

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

x☐ Statewide

Intermediate School District(s):	Name(s) of District(s):

9. Conflict of Interest Disclosure

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

x☐ Yes ☐ No

What school district are you employed by or serve: Gull Lake Community Schools

In what capacity are you employed or do you serve (position title): School Board Member

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 and teacher success and sustain improvement

The evidence based CIS model provides support systems to ensure student and teacher success and sustained improvement through:

Intervention

The effectiveness of the CIS Model (Figure 1) is a result of its differentiated approach to service provision. CIS provides school-wide prevention and early intervention services based on specific school needs (e.g. attendance problems, negative school climate, lack of parent engagement). Simultaneously, CIS staff works with school leaders, juvenile justice and service agency leaders to identify a subset of the most at-risk students, who then receive targeted interventions. This blended prevention and intervention model is based on a widely accepted public health model translated to education by Dr. Robert Balfanz of Johns Hopkins University. The CIS Model includes a trained CIS school-based Site Coordinator; a comprehensive school- and student-level needs assessment; a community asset assessment and identification of partners; annual plans for school-level prevention and individual intervention strategies; prevention services and resources for the whole school (e.g., leadership skills training, personal/social development, life skills courses), coupled with coordinated, targeted and sustained case-managed services and resources for the most at-risk students.
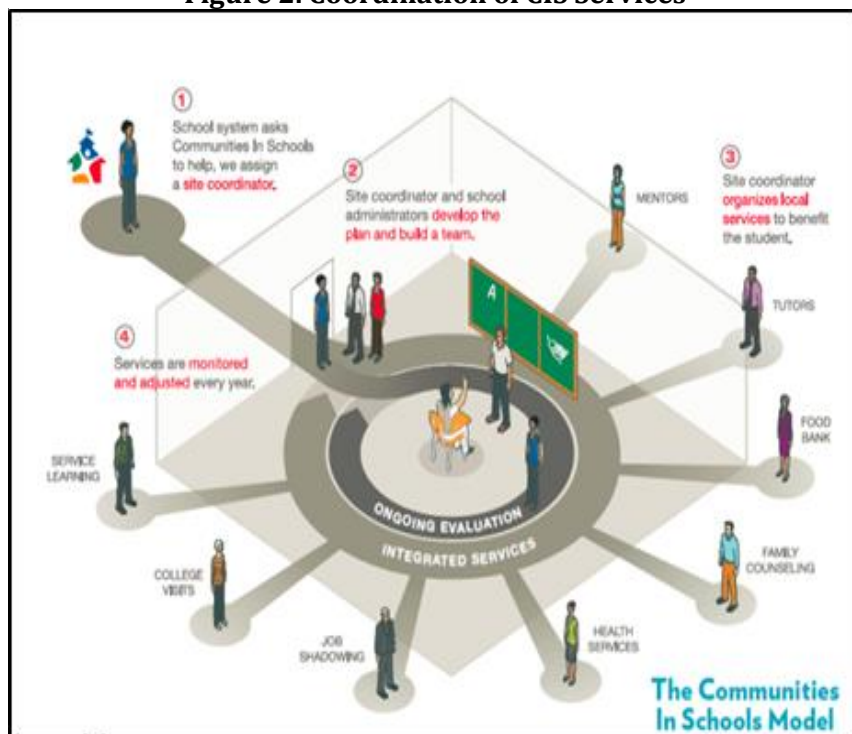
Figure 1. CIS Model
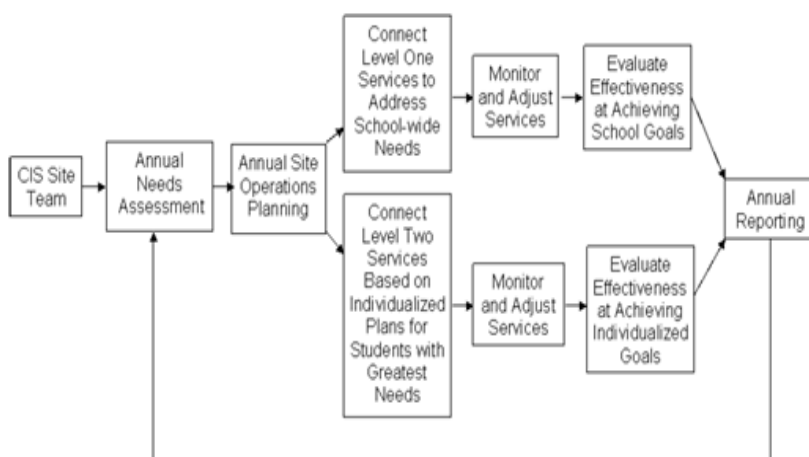
Through a school-based coordinator, CIS brings local resources inside the public school setting, where they are accessible, coordinated, and accountable (Figure 2). The Site Coordinator works with the school staff and identifies students at risk of dropping out. He assesses the school and student needs and establishes relationships with local businesses, social service agencies, health care providers, and volunteers. The Site Coordinator then serves as the single point of contact for a student—linking him to integrated services, while also playing the role of adult role model, case manager, mentor and friend.

Services at CIS Michigan schools include:

- **College and Career Prep:** Affiliates help prepare students for life after high school through career planning, college visits, job shadowing, and leadership training. Site coordinators help students obtain scholarship information and apply to college, take students on campus tours and conduct mock interviews. They also help students find an enjoyable, sustainable career path to pursue through internships, job shadowing opportunities and leadership training courses.

- **Family Engagement:** Site coordinators connect families with counselors and social workers to make sure that home is a healthy, nurturing environment where a student can feel safe.

- **Enrichment Activities:** At many of the CIS locations students are able to participate in programs such as instrumental and vocal music, robotics and art.

- **Bullying Prevention:** Site coordinators work with schools and community resources to provide guidance and support to create a safe environment for all students to learn.

Figure 2. Coordination of CIS Services

- **Academic Assistance:** Students have the opportunity to work with tutors and study groups. Literacy programs to assist student in reading and writing are common among the Michigan CIS network.

- **Basic Needs:** The site coordinator ensures that students have their basic needs met, including: access to food, clothing, health and dental care, and a safe place to live.

- **Additional, targeted services:** Depending on local needs, schools have extended programming in after-school learning, summer learning, pregnancy prevention, parent learning, violence and gang prevention, services for youth in the juvenile justice system, and English language learning.

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

CIS incorporates numerous mechanisms which have been proven to result in dramatic and sustained improvement linked to student achievement including:
- Needs assessment of risk factors for building wide and individual students
- Embedded on site staff who develop a one to one caring relationship with the students
- Goal setting and improvement plans with individual students
- Monitoring of goals and adjustment of plans to increase student success
- Provision of School Wide prevention programs which may address risk trends within the building, or provide enrichment activities which improve students self-esteem and build confidence and empowerment

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

The CIS model promotes professional development for leadership, teachers and support staff by engaging staff in both the needs assessment process and the strategies (both school wide and individualized) to address presenting needs. The CIS embedded Site Coordinator with the support and guidance of school staff, convenes a School Site Team which includes leadership, teachers, support staff, community partners, parents and other stakeholders present in the school. The Site Team develops and helps administer the Needs Assessment model most appropriate for that school environment. Once completed, the Site Team, led by the Site Coordinator assesses the collected data and develops a building operations plan. The plan, which often times incorporates or helps inform the School Improvement Plan includes, goals, measurement tools, timelines and expected outcomes. Once in place this annual operations plan drives interventions, identifies needed resources (both internal and external to the school), and directs a work plan for the academic year. The plan allows for and promotes a constant feedback loop, which is modified as conditions and circumstances dictate.
The CIS model therefore, builds efficacy and professional development into the process and allows for growth of staff. A school climate shift occurs when staffs are directly engaged in supporting the Site Coordinators implementation of the jointly developed plan. This climate adjustment builds efficacy with all stakeholders within the school environment and promotes a sustainable strategy for staff and students to learn and grow.

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

CIS of Michigan currently uses the CIS data management system, CISDM, to collect data and manage performance. The data collected in the system is periodically shared with appropriate School staff, and in the case of School Improvement efforts, the data is reported in a manner which reflects its alignment with the School Improvement Team plan. CISDM allows CIS site coordinators to enter and track case plans for students, delivery of services (frequency, duration, type, etc.), and individual student goals and outcomes. For a SIB project, CIS of Michigan will use CISDM to measure success based upon performance outcomes and process measures:
- Performance Outcomes
  - Increase in students promoted to the next grade level
  - Increase in students graduating high school on time
- Process Measures
  - Improvement in attendance, behavior and course performance goals

CIS focuses on the lowest performing schools and the students most vulnerable to dropping out. Target populations are identified by a number of metrics, including (and not limited to): eligibility for free or reduced price lunch and demographics and prevalence of racial diversity. CIS Michigan affiliates provide services in 16 school districts. The average free and reduced lunch for these districts is 69%, however in 4 of the 5 affiliate locations the free and reduced rate is over 90%. The average graduation rate of schools served by CIS affiliates in Michigan is 68.6%. Students served by CIS in those same districts achieve a graduation rate of 98%.

CIS maintains a Total Quality System (TQS) to sustain quality service delivery. All CIS affiliates in Michigan will be accredited by 2015.[1] The TQS accredits local affiliates—through a codification of business standards demonstrated in a 5 year multi-part integrated study—to have the greatest effect on student improvement. TQS ensures effective service delivery, and allows aggregate-level metrics tracking for all local affiliates.

In addition to TQS, CIS has also provides a Site Coordinator Certification program to effectively train and accredit the in-school personnel implementing their services. The training program involves in-person training sessions, interactive online modules, and a variety of elective courses. Workshops, seminars and a national intra-net collaborative learning community also assist Site Coordinators in developing skills specifically designed for the school environment and implementation or the CIS model with fidelity.

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[1] The Total Quality system is a comprehensive set of standards that all CIS affiliates must demonstrate, in 6 parts: identity standards (on par with CIS brand), board standards, planning and implementation standards, fiscal management standards, written agreement standards, and data collection/ evaluation/ reporting standards. Crucially, TQS ensures that all CIS affiliates show positive outcome trends, with both decreased dropout rates and increased graduation rates. (Source: CIS website, CIS North Carolina report)

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.

Scientific Educational Research and evidence based practice:

CIS has a history of the use of data to develop and implement the CIS evidence based model of Integrated Student Supports and drive implementation and outcomes. This includes the CIS Five Year Evaluation concluded in 2010 and the Child Trends report on Integrated Student Supports from February of 2014. CIS is the largest provider of Integrated Student Supports in the nation. A recent report from Child Trends mapped the effectiveness and scope of ISS programming and illustrated practices.

The following is excerpted from the **Child Trends Report** on ISS, the full summary report can be found here: http://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper3.pdf

WHAT ARE INTEGRATED STUDENT SUPPORTS?

Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students' needs and integration of the ISS program into the life of a school.

KEY FINDINGS

1. There is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement and overall GPA. Findings for reading and ELA achievement are mixed. This finding is based on 11 rigorous evaluations completed to date. The evidence is stronger from quasi-experimental studies, however, than it is from more rigorous random assignment evaluations. Because the number of evaluations is limited (and only four were randomized-controlled trials), and because they assessed only three program models, we would characterize this as an emerging body of evidence and advocate for more evaluations to further build the evidence base.
2. ISS, as a student-centered approach, is firmly grounded in the research on child and youth development. Consistent with recommendations that stem from research and theory in child and youth development, ISS models embrace a "whole child" perspective that recognizes the importance of a child's health and safety, socio-emotional development, behavior, and relationships to his or her educational success. ISS also recognizes that educational success is affected by multiple contexts, in and out of school. These represent important differences from some education initiatives that focus primarily on educational inputs. Research clearly indicates that the likelihood of academic success, especially for disadvantaged students, is enhanced by a more comprehensive set of supports.
3. Integrated student supports are also aligned with empirical research on the varied factors that promote educational success. A large body of empirical research, as well as new analyses by Child Trends, indicate that school success (or failure) is the product of multiple and varied factors at the individual, family, and school levels. This suggests that providing an array of academic and non-

academic supports in a coordinated fashion, as ISS does, is a more effective strategy than focusing on one, or a small set of, supports.

4. Preliminary studies find a positive return on investment in ISS. To date, there have been three studies of the long-term payback for investments in ISS. While methodologies, assumptions, and the magnitude of the return varied across the studies, all of the studies found positive ROIs, ranging from more than $4 saved for every $1 invested to almost $15 saved for every $1 invested. These analyses also warrant further consideration and assessment, including the assumption that supports available in the community are not included as a cost; but it does appear that this approach yields a positive return on investment.

5. Higher quality is related to the effectiveness of ISS programs. This finding is consistent with others across the child-and youth-serving field, including those from studies of early childhood and after-school programs. High-quality implementation is key to achieving positive outcomes. However, evidence from ISS implementation evaluations about which specific practices and/or services contribute to better outcomes is mixed and inconclusive, warranting further study.

Taken as a whole, Child Trends concludes that there is an emerging evidence base to support the effectiveness and cost-effectiveness of integrated student supports in improving educational outcomes. To test this evidence base further, we recommend additional evaluations, especially randomized-controlled trials (RCTs). Fortunately, at least six additional evaluations are underway now, including two RCTs.

CIS Five Year Evaluation

In 2010 CIS released the results from a Five Year longitudinal evaluation, conducted by ICF International of Fairfax Virginia, one of the nation's foremost social science evaluation firms.
The full report along with other CIS research is available here:
http://www.communitiesinschools.org/our-results/

 After five years of detailed evaluation underwritten by The Atlantic Philanthropies, the evaluation concluded that Communities In Schools' model resulted in the strongest reduction in dropout rates of any existing fully scaled dropout prevention program that has been evaluated; that Communities In Schools is unique in having an effect on both reducing dropout rates and increasing graduation rates; and that the Communities In Schools model is effective across states, school settings, grade levels and student ethnicities. Importantly, analyses indicate that the more fully and carefully the model is implemented, the stronger the effects.

The study, the largest and most comprehensive evaluation of dropout prevention programs ever completed, was designed with eight distinct interlocking phases, including:

An implementation study that examined results from 1,766 Communities In Schools sites nationwide;

A quasi-experimental study that compared results from 602 Communities In Schools sites against 602 matched sites without a Communities In Schools presence;

A "deep dive" study of 368 Communities In Schools sites to identify best practices; and

Three randomized controlled trials, the gold standard in social science evaluation, studying 573 students at nine sites.

In comparing the results to over 1,600 studies screened by the Department of Education's What Works Clearinghouse, the evaluation concluded that the Communities In Schools model is associated with the strongest reduction in dropout rates among all existing fully scaled dropout prevention programs in the United States. Specific findings included:

Communities In Schools' positive effect on both dropout rates and graduation rates is unique among dropout prevention programs;

The higher the level of fidelity to the Communities In Schools model, the greater the effects, which validates the power of the model;

Positive effects accrued to schools across states, settings (urban, suburban, rural), grade

levels and ethnicities; and

The Austin randomized controlled trial, which demonstrated a reduction in student
  dropout rates that was nearly three times the What Works Clearinghouse's threshold for
  "substantively important" effects.

"The Communities In Schools model is a powerful tool to help turn around low performing
  schools. In partnership with teachers, principals and superintendents, Communities In Schools is
  achieving impressive results in some of the most economically disadvantaged areas of our
country," said Dan Domenech, executive director, American Association of School
Administrators.

The results from the evaluation are already being translated into improved service delivery by
Communities In Schools local affiliates. Based on the mid-point results from the
Implementation Study and the Quasi-Experimental Study, Communities In Schools codified a set
of program and business standards that the research revealed had the greatest effect on student
improvement, and then drove those practices back into the network through an accreditation
process. All affiliates are on track for accreditation by 2015.

In 2012-13 in Michigan, CIS achieved the following results with students who received targeted
and sustained services: 98% of students Graduated; 97% of students were promoted to the next
grade; 76% of students met Attendance goals, 73% of students achieved their academic goals, 78%
achieved their Behavior Goals.

The following related research findings have also been used to develop and influence the CIS model:

Dalton, B., Glennie, E., & Ingels, S. J. (2009). Late high school dropouts: Characteristics, experiences, and changes acrosscohorts. Washington, DC.

Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. Journal of Family Psychology, 19(2), 294-304.

Davila, A., & Mora, M. (2007) "An Assessment of Civic Engagement and Educational Attainment". The Center for Information & Research on Civic Learning & Engagement (CIRCLE).

Dee, T. S. (2004). Are there civic returns to education?. Journal of Public Economics, 88(9), 1697-1720.

Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. Merrill-Palmer Quarterly, 55(3), 224.

Egerter, S., Braveman, P., Sadegh-Nobari, T., Grossman-Kahn, R., & Dekker, M. (2009). Education Matters for Health. Princeton, NJ: Robert Wood Johnson Foundation.

Federal Interagency Forum on Child and Family Statistics. (2013). America's Children: Key National Indicators of Well-Being, 2013. Washington, DC: U.S. Government Printing Office.

Figlio, D.N. (2007-2008). Improving educational outcomes for disadvantaged children. Focus, 25(2), 13-19. University of Wisconsin: Institute for Research on Poverty.

Haveman, R., Wolfe, B., & Spaulding, J. (1991). Childhood events and circumstances influencing high school completion.Demography, 28(1), 133-157.

Jacob, B. A., & Wilder, T. (2010). Educational expectations and attainment. Cambridge, MA: National Bureau of Economic Research

National Center for Education Statistics. (2012). Trends in high school dropout and completion rates in the United States: 1972–2009. Retrieved from http://nces.ed.gov/pubs2012/2012006.pdf

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).*

Professional Development is tailored to the meet the specific needs of each school building in which CIS works. The focus of this work is primarily on building collaborations with staff by engaging them in the activities of the operations plan, which is designed by the Site Team in response to the Needs Assessment. The Site Team's membership varies from building to building but usually includes principals, school leadership teams, teachers, support staff, parents, community organization leadership and other key adults who influence and impact the lives of students and staff.

The Operations Plan which is created and maintained by the Site Team membership includes building a positive school building environment, which develops and maintains social emotional and behavioral development. The development is driven by integrating the CIS Five Basics which every child needs and deserves, into the building and staff culture.

The Five Basics are:

- A one-on-one relationship with a caring adult
- A safe place to learn and grow
- A healthy start and a healthy future
- A marketable skill to use upon graduations
- A chance to give back to peers and community
-

By engaging staff in the on-going review and modification of the goals of the Operations plan and promoting and advocating the Five Basics the CIS model drives the building culture and professional development within the learning community.

Principals and administrative staff: Through PD, building leadership and staff will be trained in the systemic evidence based CIS model. The training will include a full orientation in how the model effects school climate change, increases engagement of staff and how the CIS Site Coordinator will work with staff. Individual students case plans and benchmarks are reported on a monthly basis to building leadership, and building wide outcomes and results are reported based on frequency.

School Leadership Teams: School Leadership Teams often form the CIS Site Operations team or are the core of the membership. CIS integrates the building Operations plan into the Leadership team process and includes supports to increase the success of such plans. PD is provided to team members to attain a full understanding of the CIS model and the important role the leadership team plays to assist in the integration of the model into the school culture.

Teachers: CIS case managed students and building wide programs are informed directly by input from teachers. Through PD the teaching staff receives a full orientation on the CIS model and how CIS supports can be applied to address the issues which teachers identify as barriers to students' academic success. As the CIS model is used and teaching staff are fully informed of the intervention model, they learn how make referrals to the CIS Site Coordinator and their role in follow up with individual students.

Support staff: Through PD support staff are provided an orientation and training on how they can refer at risk students to the CIS Site Coordinator, and how they can monitor those students and provide input and feedback to the Coordinator.

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)
  - o 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)

CIS provides Integrated Student Supports to 1.3 million pupils across the nation. These supports and the manner of delivery align with educational standards and adheres to appropriate state education goals. In Michigan CIS has provided supports to over 400,000 pupils since 2006 at CIS of Metro Detroit, CIS of Kalamazoo, CIS of Lenawee, CIS of Mancelona and CIS of Tecumseh. Services have been developed and aligned to enhance and adhere to:

- School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, "One Common Voice - One Plan."
- 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)

Within Title I, CIS has demonstrated activities, purposes or specific actions delineated within the sections outlined below with the work performed by CIS site coordinators.

Section 1112 Local Education Agency Plans
Section 1114 Schoolwide programs
Section 1115 Targeted Assistance Schools (applies to some of our schools)
Section 1116 Academic Assessment and Local Education Agency And School Improvement
Section 1117 School Support and Recognition
Section 1118 Parental Involvement

In Michigan CIS has demonstrated alignment with the above referenced standards by:
meeting the educational needs of low-achieving children in highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance; closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers; promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content; coordinating services under all parts of the standards with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and affording parents substantial and meaningful opportunities to participate in the education of their children.
CIS has demonstrated delivery of **School Wide** programs which include the following components:
A comprehensive needs assessment of the entire school (including taking into account the needs of migratory) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards
CIS has demonstrated alignment with **School Wide reform** strategies by: providing opportunities for all children to meet the State's proficient and advanced levels of student academic achievement increasing the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State

student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and
- address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans.

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)_

Sustainability Plan: CIS has provided Integrated Student Supports to students for over 40 years and now delivers these supports in 25 States and the District of Columbia. CIS is committed to assisting local communities, individual school districts and school buildings in developing processes and systems to sustain student supports beyond the initial interventions. This is done by identifying and engaging local Stakeholders in supporting and engaging directly in the leadership of local CIS efforts.

While the CIS service model is implemented in the building, the CIS state office engages the local community in identifying the resources necessary to support on-going efforts by leading the community through the development of a sustainability plan. The steps to develop this plan include:

- Multiple community orientations which provide an overview of the CIS model and expected outcomes to multi sector (business, education, faith based, philanthropic, service providers) populations.

- Identification of local Champions who attended the above orientations

- Creation of a local Task Force

- Retention of a local Task Force liaison responsible for developing a local work plan

- Development of a Business plan and sustainability strategy for local student supports which includes:

    o Identification of donors

    o Identification of local community foundation supports

    o Identification of business community supporters

    o Identification of school resources to support efforts

The Task Force and other Stakeholders are then engaged in creating a local Advisory Council which forwards an application to the CIS state office which reviews the sustainability plan and recommends to the CIS National office approval of local sustained efforts. After review of the plan the CIS National office may then approve the operation of sustained local efforts.

While resources are identified to support sustainability of CIS efforts, the CIS state office in concert with local staff hired to serve in the Site Coordinator role work within the school district to build into the school culture the core of CIS work. An LOA is agreed upon with the District; a MOA is developed and agreed upon by the Principal of the School building. The agreements outline the services provided and maintained by CIS in the building along with the roles of both the CIS Site staff and building staff to sustain student supports and integrate on-going PD into the building to support staff.

In May of 2007 the CIS network adopted the Total Quality System Standards to update expectations for non-profit management (Business Standards) and to define CIS Sites and a unified, coherent CIS Model (Site Operations Standards). These evidence-based standards are intended to provide affiliates with a common blueprint for establishing and sustaining high functioning organizations that positively impact the lives of young people and their families.

Local sites are required to comply with TQS within three years of the beginning of providing supports to students. These rigorous standards include as a primary focus, sustainability efforts. Compliance with standards is evaluated by a national evaluation team which recommends revisions and improvements to local sustainability efforts. Once TQS compliance is achieved, local efforts are accredited within the CIS network. Local efforts are monitored by the CIS state office on an on-going basis and formal re-accreditation is required every three years. TQS standards are regularly updated and requirements added which lead to fidelity to the CIS model and sustainability of local efforts.

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)

CIS state office:

- Jeffrey H Brown State Director CIS of Michigan; leadership and monitoring of the CIS of Michigan local efforts in Metro Detroit, Kalamazoo, Lenawee, Mancelona and Tecumseh. Mr. Brown along with the CIS of Michigan Board launched the state office of CIS in 2012. Local CIS efforts were first established in Michigan in 1995 and continue to thrive. Mr. Brown began his career as a University Administrator at GVSU in 1973. He was a business owner for 22 years in Kalamazoo and Lansing. He also initiated the Health and Wellness Center at the Sherman Lake YMCA in Augusta Michigan including the incorporation of the Search Institutes 40 Developmental Assets into the Y culture. Mr. Brown was also the Executive Director of the Poverty Reduction Initiative in Kalamazoo and the Chair of the National League of Cities Peer Poverty Reduction Network, working with municipalities and non-profits across the nation to address poverty issues. During this time he also served as the coordinator for 11 counties working within the DHS Voices for Action poverty reduction efforts across Michigan. Mr. Brown has served on the Gull Lake Board of Education for 14 years. He has also presented at local, regional, state and national conferences on Poverty Reduction strategies, Student Development and the CIS model of Integrated Student Services.
- Site Coordinator's hired for the purpose of implementing the CIS model are required to have a minimum of a bachelor's degree in Social Work or other related discipline. In addition CIS Site Coordinators are required to complete CIS Site Coordinator Certification requirements. Communities In Schools, as a learning organization, is committed to provide substantive, relevant and useful information and resources on demand, in a manner appropriate to the learner, and in any format. The Site Coordinator Certification Program (SCCP) expands that commitment to provide systematic tracking of the progress of learners through a prescriptive learning path. The SCCP was created to increase the knowledge and professionalism of those individuals with the most direct impact on youth, the site coordinators, and to recognize and promote the accomplishments of site leaders. The SCCP was designed for site coordinators by site coordinators in 2010 and piloted in 2011. The program consists of 10 core modules:1. Orientation to Communities In Schools 2. Core Competencies of the Youth Workers 3. Total Quality System and the Site Standards 4. Leadership Skills for the Site Coordinator 5. Leading the Needs Assessment Process 6. Leading the Development and Implementation of the Site Plan.7. Applying Risk Factor Information to Site-Level Programming and Case Management 8. Leading the Coordination of School-Wide Level One Service 9. Planning and Implementing a Level Two Service Strategy 10. Effective Data Collection, Reporting and Evaluation

Jeffrey H. Brown
5929 East DE Avenue
Kalamazoo, MI 49004
269.303.7321
mailto:jhbrown5929@sbcglobal.net

SKILLS AND COMPETENCIES

- Leadership
- Contracting/Negotiating

- Budget/Financial
- Outcome Based Management

- Marketing/Advertising
- Grant Writing
- Board Development

- Facilities Management
- Major Event Production
- Strategic Planning
- Donor Development

PROFESSIONAL EXPERIENCE

Executive Director/State Director Non-Profit   2.5 Years
Communities In Schools of Michigan, Inc.

- Management and Leadership of 501 C 3
- Board Development/Governance
- Financial and Administrative Management
- Grant writing, Donor Development
- Statewide Network technical assistance
- Statewide replication of local affiliate non-profits
- Statewide Network data collection and management
- Communications/PR and Marketing
- Legislative relations and productive government relations
- Advocacy
- Strategic Planning
- Statewide Partnerships and Collaborations

Executive Director Non-Profit   4 Years
Kalamazoo County Poverty Reduction Initiative, Kalamazoo, MI

- Management and Leadership of 501 C 3
- Board development
- Financial and Administrative Management
- Grant writing, Donor Development
- Community Collaboration Facilitation
- Strategic Planning
- Staffing (recruitment, evaluation, tasking, supervision)
- Advocacy and Community Organizing
- Communications and Marketing
- Coordination State of Michigan Voices for Action Poverty Initiative (20 counties)

Business and Facilities Manager   1 Year
Soccer Zone: Kalamazoo, MI

- Direct and supervise all activities of two indoor soccer facilities
- Direct Marketing efforts
- Supervise Referee trainings, building supervision and league activities

Wellness Center Director   8 Years
Sherman Lake YMCA, Augusta, MI

- Direct and supervise all activities of the Health and Wellness Center
- Membership Marketing, Business Plan Development
- Facilities Management (Gym, Pool, Fitness Center, Climbing Wall etc.)
- Event Management (Triathlons, 5K's, Concerts)
- Annual Fund Campaign, Donor cultivation

- Volunteer Management; Customer Service Training
- Customer Service training
- Developmental Asset training
- Acted as Executive Director of Richland Community Center via MOU

Retail Business Owner/Operator   22 Years

Owned and operated four retail businesses

- "Startup" of new businesses, moving from concept to practice, including facilities, staff, product line, customer service, inventory management
- Business Plan development, Business Loan acquisition, Bookkeeping
- Managed all day-to-day retail operations
- Recruited, hired, trained, and evaluated staff
- Directed and designed build out and remodels
- Inventory and product control
- Marketing and Sales

Director of Housing and Student Activities   8 Years

Grand Valley State University, Allendale, MI

- Directed all operations of the Student Activities and Housing Offices
- Developed, supervised and directed budgets
- Student Organization Advisor
- Developed and implemented student leadership models
- Major Event Management
    Contract and Negotiations
    Production: Theatre, Music, Dance, Lectures, Festivals, Workshops
            Conference Management, Commencement
    Marketing and Advertising
    Stage Management
    Performance and rehearsal space scheduling
    Visual Arts Presentations
- Grant Writing
- Directed Housing Dept. (Dorms, Food Service, Apartments)
- Supervised Health Center and staff
- Directed Substance Abuse Prevention program
- Supervised Intramural and Recreation Programs
- Supervised and advised student radio station and newspaper
- Supervised Student Senate and Activity Fund
- Volunteer Management

CERTIFICATIONS

- American Council on Exercise Personal Training Certification
- Johnny G Spinning Certification
- New York method Pilates Instructor
- Kickboxing Certification
- Group Fitness Instructor
- Indiana University Fund Raising School Philanthropic Study: Certified Fund Raiser
- The Search Institute Developmental Assets Trainer

EDUCATION

- Grand Valley State University   Allendale**,** MI**.** BPh

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application   27

- Gull Lake Board of Education, Board Secretary 2001-present
- Hope Full (Richland) Community Center, Trustee
- Gull Lake Performing Arts Foundation (founding Board member) Treasurer, 2003-2006
- Co-Chair National League of Cities Peer Poverty Reduction Network
- Vice Chair Kalamazoo Literacy Council
- Advisory Board Lewis Walker Institute for the Study of Race and Ethnic Relations WMU
- Member: Affordable Housing Partnership
- WMU Poverty Fellow
- Member: On the Job Training State Advisory Board
- Board Member: Freedom School; Kalamazoo

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.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 03 2012

COMMUNITIES IN SCHOOLS OF MICHIGAN
 INC
2425 E GRAND RIVER AVE STE 1
LANSING, MI 48912-3291

Employer Identification Number:
 45-3736821
DLN:
 17053321328041
Contact Person:
 BENJAMIN L DAVIS   ID# 31465
Contact Telephone Number:
 (877) 829-5500
Accounting Period Ending:
 September 30
Public Charity Status:
 170(b)(1)(A)(vi)
Form 990 Required:
 Yes
Effective Date of Exemption:
 October 13, 2011
Contribution Deductibility:
 Yes
Addendum Applies:
 No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax
exempt status we have determined that you are exempt from Federal income tax
under section 501(c)(3) of the Internal Revenue Code. Contributions to you are
deductible under section 170 of the Code. You are also qualified to receive
tax deductible bequests, devises, transfers or gifts under section 2055, 2106
or 2522 of the Code. Because this letter could help resolve any questions
regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified
as either public charities or private foundations. We determined that you are
a public charity under the Code section(s) listed in the heading of this
letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public
Charities, for some helpful information about your responsibilities as an
exempt organization.

Letter 947 (DO/CG)

BLD 2-2-12

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
12/12/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER		CONTACT NAME: Vicki M. Arceo, CIC, CRM	
Lyman & Sheets 2213 East Grand River P.O. Box 15127 Lansing, MI 48901 Peter G. Dewan		PHONE (A/C, No, Ext): 517-482-2211	FAX (A/C, No): 517-371-4881
		E-MAIL ADDRESS: vickia@lymansheets.com	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A : Alliance of Nonprofits for Ins	
INSURED Communities in Schools of MI 741 N. Cedar Street, Suite 100 Lansing, MI 48906		INSURER B :	
		INSURER C :	
		INSURER D :	
		INSURER E :	
		INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	**GENERAL LIABILITY** X COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE X OCCUR			2014-34418	12/21/2014	12/21/2015	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	☐ POLICY ☐ PRO-JECT X LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
A	**AUTOMOBILE LIABILITY** ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			2014-34418	12/21/2014	12/21/2015	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (PER ACCIDENT)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE						EACH OCCURRENCE	$
							AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					WC STATU-TORY LIMITS ☐ OTH-ER ☐	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

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

CERTIFICATE HOLDER	CANCELLATION
State of Michigan PO Box 30008 Lansing, MI 48909	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE *Peter G. Dewan*

ACORD 25 (2010/05) The ACORD name and logo are registered marks of ACORD

Section 1003(g) School Improvement Grant
Preferred Service Provider
Application Rubric

Entity Name: COMMUNITIES IN SCHOOLS OF MICHIGAN

Reviewer: Gloria Chapman

Exemplar 1: Description of Comprehensive Improvement Services

The applicant must describe comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban high schools will be delivered to LEA's who contract for 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.

25 Points Possible			
Not Recommended Response is marginally comprehensive and/or lacks clarity (0-10 points)	**Recommended** Response is comprehensive and clear (10-20 points)	**Highly Recommended** Exceptionally comprehensive, clear and thorough (21-25 points)	**MAXIMUM 25 POINTS**
Applicant does not provide evidence of past achievements in delivery of comprehensive improvement services that have had a dramatic impact on one or more underperforming urban (or other) high schools. Response does not answer the question.	Applicant provides evidence of successful past performance in providing comprehensive services in one or more urban high schools. The evidence supports successful performance in at least 3 of the 4 areas listed above.	Applicant provides detailed data that supports successful performance in providing comprehensive services that have resulted in dramatic and sustainable improvement in underperforming urban high schools. The data supports successful performance in all areas listed above.	**24**

Comments are on the next page

Comments

Applicant provided a thorough response on support systems needed to ensure student success.

Points this Section, Maximum of 25 _24_____

Exemplar 2: Use of Scientific Educational Research

The applicant must 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 response 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.

Instructional Program – 15 Points Possible

Not Recommended	Recommended	Highly Recommended	
Response is marginally comprehensive and/or lacks clarity (0-5 points)	Response is comprehensive and clear (6-12 points)	Exceptionally comprehensive, clear and thorough (13-15 points)	MAXIMUM 15 POINTS
Applicant does not provide a clear explanation or demonstrate knowledge of how research and evidence-based practices will be used as the foundation for the delivery of services provided to the LEA. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 2.	Applicant provides some evidence of successful past practice of using research and evidence based practices in the delivery of systems and services.	Applicant provides 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.	15

Comments

Applicant's response was clear and thorough.

Points this Section, Maximum of 15: _15_____

3

Exemplar 3: Job Embedded Professional Development

The applicant must describe how a job-embedded professional development plan will be put in place to support:
- Building principals
- School leadership teams
- Teachers
- Building support staff

15 Points Possible			
Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	**Recommended** Response is comprehensive and clear (6-12 points)	**Highly Recommended** Exceptionally comprehensive, clear and thorough (13-15 points)	**MAXIMUM 15 POINTS**
Applicant does not provide a clear explanation or demonstrate knowledge of how a job-embedded professional development plan will be put in place for the entire school team. Response does not answer the question. Applicant did not respond to the question.	Applicant provides some evidence of successful past practice of putting in place a job-embedded professional development plan for at least 2 of the groups named above.	Applicant provides detailed data that supports successful performance in developing job-embedded professional development plans for all 4 of the above listed groups.	**12**

Comments

Applicant's response did not provide data to support successful performance in the four areas listed.

Points this Section, Maximum of 15: __12___

4

Exemplar 4: Experience with State and Federal Requirements

The applicant must describe 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)
  - Demonstrate(s) 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)

15 Points Possible			
Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	**Recommended** Response is comprehensive and clear (6-12 points)	**Highly Recommended** Exceptionally comprehensive, clear and thorough (13-15 points)	**MAXIMUM 15 POINTS**
Applicant does not have significant experience with stated and federal requirements as related to the needs of the grant. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 4.	Applicant has some knowledge of and experience with state and federal requirements in at least 4 of the areas specified above.	Applicant has significant knowledge and experience in dealing with the state and federal requirements required above.	**12**

Comments

Applicant's response provided experience with state and federal requirements in at least 4 areas listed.

Points this Section, Maximum of 15: __12___

5

Exemplar 5: Sustainability Plan

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

15 Points Possible			
Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	**Recommended** Response is comprehensive and clear (6-12 points)	**Highly Recommended** Exceptionally comprehensive, clear and thorough (13-15 points)	**MAXIMUM 15 POINTS**
Applicant does not have significant experience in developing a sustainability plan. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 5.	Applicant has reasonable knowledge and experience with the development of sustainability plans	Applicant has significant knowledge and experience in developing sustainability plans.	**15**

Comments

The response provided detailed knowledge and experience in developing sustainability plans.

Points this Section, Maximum of 15: _15_____

Exemplar 6: Staff Qualifications

The applicant must 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. Attach vitae of primary staff in Section D.

15 Points Possible			
Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	**Recommended** Response is comprehensive and clear (6-12 points)	**Highly Recommended** Exceptionally comprehensive, clear and thorough (13-15 points)	**MAXIMUM 15 POINTS**
Staff qualifications and vitae do not match with areas that applicant wishes to serve. Response does not answer the question.	Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has adequate but not extensive experience in all areas (Exemplars 1-5).	Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has extensive experience in implementation of all five areas (Exemplars 1-5).	**15**

Comments

Response included resumes and staff qualifications demonstrate extensive experience.

Points this Section, Maximum of 15: _15_____

TO BE COMPLETED FOR APPLICANTS APPLYING FOR ALL AREAS

EXEMPLAR	POINTS AWARDED	
1. Description of comprehensive improvement services	24	
2. Use of scientific educational research	15	
3. Job embedded professional development	12	
4. Experience with state and federal requirements	12	
5. Sustainability Plan	15	
6. Staff Qualifications	15	
APPLICATION TOTAL	93	
Recommended for Approval? (Total Score is 70 or Higher)	**X ☐ YES**	**☐ NO**

TO BE COMPLETED FOR APPLICANTS APPLYING IN SELECTED AREAS ONLY

EXEMPLAR	APPLYING FOR THIS EXEMPLAR? (yes/no)	MINIMUM REQUIRED	POINTS AWARDED
1. Description of comprehensive improvement services		15	
2. Use of scientific educational research		10	
3. Job embedded professional development		10	
4. Experience with state and federal requirements		10	
5. Sustainability Plan		10	
6. Staff Qualifications (MUST BE COMPLETED)	**YES**	10	
Recommended for Approval (Each individual exemplar applied for met the minimum score?)		**☐ YES**	**☐ NO**