

## 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:

**MDE-SSOS@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:

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

<b>Exemplar</b>	<b>Total Points Possible</b>
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
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**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.

<b>1. Federal EIN, Tax ID or Social Security Number</b>		<b>2. Legal Name of Entity</b>	
		Washtenaw Intermediate School District	
<b>3. Name of Entity as you would like it to appear on the Approved List</b>			
Washtenaw Intermediate School District			
<b>4. Entity Type:</b>		<b>5. Check the category that best describes your entity:</b>	
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input 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): _____	
<b>6. Applicant Contact Information</b>			
Name of Contact Sarena Shivers		Phone 734-994-8100 ext. 1257	
Street Address 1819 S. Wagner Road, PO Box 1406		Fax 734-994-2203	
E-Mail sshivers@wash.k12.mi.us		City Ann Arbor	
		State MI	
		Zip 48106-1406	
Website Wash.k12.mi.us			
<b>7. Local Contact Information</b> (if different than information listed above)			
Name of Contact Same as above		Phone	
Street Address		Fax	
City		State	
E-Mail		Zip	
Website			
<b>8. Service Area</b>			
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 checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

## 9. Conflict of Interest Disclosure

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

☒ Yes

☐ No

What school district are you employed by or serve: Washtenaw Intermediate School District

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

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)**

The comprehensive improvement services to be provided by Washtenaw Intermediate School District (WISD) to LEAs who contract our services will include:

- 1) Consultation, planning and technical support with all facets of the submission and fulfillment of SIG application and SIG award
- 2) Consultation, planning and support with the implementation of curricular, instructional and assessment initiatives
- 3) Consultation, planning and support with the development of extensive community, business and post-secondary partnerships
- 4) Provide direct contractual/educational services to students, teachers, parents and community members.

Washtenaw ISD is committed to providing students with flexible, personalized, high quality educational experiences that ensure equity and access for all. Through the Office of Teaching and Learning, WISD serves as a provider for LEAs in Washtenaw County interested in pursuing large-scale reformation projects.

WISD has a demonstrated track-record in providing high quality improvement services that have led to an increase in student achievement at the secondary level. Reading Apprenticeship and the Early College Alliance <sup>sm</sup> are two such programs, established to reform teaching and learning for students throughout Washtenaw County.

**Documented Experiences in Providing Secondary Comprehensive Improvement Services:**

**Reading Apprenticeship (RA)**

According to *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (2004), "More than three thousand students drop out of high school every school day. One of the most commonly cited reasons for this is that students simply do not have the literacy skills to keep up with the high school curriculum, which has become increasingly complex." This finding, coupled with requests from constituent LEAs, and data analyses at the county level, prompted WISD's commitment to establish a literacy intervention targeting adolescent readers and their teachers.

RA work began with a small cohort (n = 18) of teacher volunteers from across Washtenaw County. These teachers received five days of training in Reading Apprenticeship provided by the Strategic Literacy Initiative (WestEd). In addition, a three-day follow-up training was provided mid-year. Throughout their first year, these 18 teachers were supported at the ISD level by monthly meetings. These meetings were used to share RA implementation successes, discuss issues of practice, and to learn group facilitation techniques. This support, coupled with their own classroom application of RA, allowed these teachers to become Reading Apprenticeship Trainers for the county in the following academic year.



Aspects of this implementation model are replicated and sustained as the RA program expands in both Washtenaw and Livingston Counties. (Washtenaw ISD provides instructional support in Livingston County; Livingston adopted the same process one year after Washtenaw.) Because adoption of Reading Apprenticeship requires far more than implementing didactic strategies, we are committed to supporting teachers on an on-going basis. For example, the original groups of trainers continue to meet each month for a full day. These meetings target deepening RA implementation and facilitation skills. Trainers in turn hold regular building-level meetings, working with their RA-trained teachers to improve fidelity of implementation, discuss issues of practice, and to examine student work/progress.

Fidelity of treatment is key to students' achievement as RA expands. The instructional dimensions underpinning Reading Apprenticeship, and the subsequent changes to the classroom, cannot be mandated by administrative fiat. Consequently, the work is on-going and not at all like the professional development that ends when the presenter thanks the participants at the end of a day-long presentation.

The model, in both counties, has been intentionally "grown," starting with groups of willing volunteers and expanding as an initiative at the teacher level. Through teachers' informal demonstrations of RA's effectiveness, RA attracts other educators who are committed to transforming their teaching to reflect the theory and practices supporting Reading Apprenticeship.

Implementation of Reading Apprenticeship has caused not only instructional improvements, but also infrastructural improvements. According to *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (2004), how schools structure their work is critical to sound instruction. This is particularly true for implementation of Reading Apprenticeship. These structural elements, as delineated in Reading Next, include:

- Extended time for literacy
- Ongoing, embedded professional development
- On-going summative assessment of students and programs
- Teacher teams
- Leadership commitment
- A comprehensive and coordinated literacy program

To promote these elements WISD has initiated professional development for administrators in both counties. To fully support the infrastructural changes listed above, administrators at every level need to be grounded in the instructional aspects of Reading Apprenticeship and the resulting benefits for students and teachers. To this end, we conducted two days of RA for middle and high school administrators in Washtenaw County, and replicated this training for Livingston administrators. In addition, three half-day RA training sessions for Livingston superintendents were followed by one classroom observation each month (as a group), in RA classrooms where the superintendents saw

first hand implementation of Reading Apprenticeship. Implementation has also included promoting Reading Apprenticeship in parent meetings, teachers' professional development days, and presentations to Boards of Education.

### **Early College Alliance <sup>sm</sup>**

In 2006, WISD was one of only four intermediate school districts in the state of Michigan to receive funding to develop a Middle College High School Health Partnership. Through the extensive collaboration of significant business /community partnerships, and the guidance of the superintendents in constituent public school districts, the Early College Alliance was created.

The Early College Alliance <sup>sm</sup> (ECA) is a public, early/middle college program located on the campus of Eastern Michigan University. It is one of only a handful of Early College/Middle Colleges located full-time on the campus of a four-year university.

What makes the ECA unique is that students are still fully-enrolled in their local school district. The program is non-time centric (students move throughout their high school and college courses at their own rate). Students can participate in the program a year past what would have been their graduation year, while not negatively impacting the district's Adequate Yearly Progress (AYP). Most importantly, students must demonstrate proficiency in soft (life) skills at the same rate of readiness as their academics in order to remain a student in good standing and progress through the program.

The ECA gives students an opportunity to earn up to sixty (60) transferable college credits while still in high school and provides an option for students who are either struggling or don't feel connected to their school. Equally, it offers strong, academically focused students a chance to accelerate by aggressively enrolling in advanced, college-level coursework.

ECA allows students to:

- Graduate from high school with a diploma and up to 60 college credits.
- Attend classes on a university campus with support.
- Learn full-time in a college environment that fosters maturity and academic growth.
- Gain vital skills for college and career success.

The development of Reading Apprenticeship and Early College Alliance <sup>sm</sup> required a high degree of human capital, cross organizational coherence and district internal and external collaboration to be actualized, and to prove successful in raising student achievement. WISD is prepared to provide LEAs seeking services through the School Improvement Grant the same level and degree of comprehensive improvement services that went into developing the models cited here.

WISD will provide services that include guiding LEAs through the awareness, understanding, acquisition and application of high quality curriculum, instruction and

assessment, delivery systems, programming and/or large-scale organizational change. These services will be instrumental to districts seeking the resources, tools, professional growth and leadership necessary to dramatically raise student achievement, substantially improve teaching and learning, and implement the type of forward thinking plan needed to sustain this complex work.

**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.

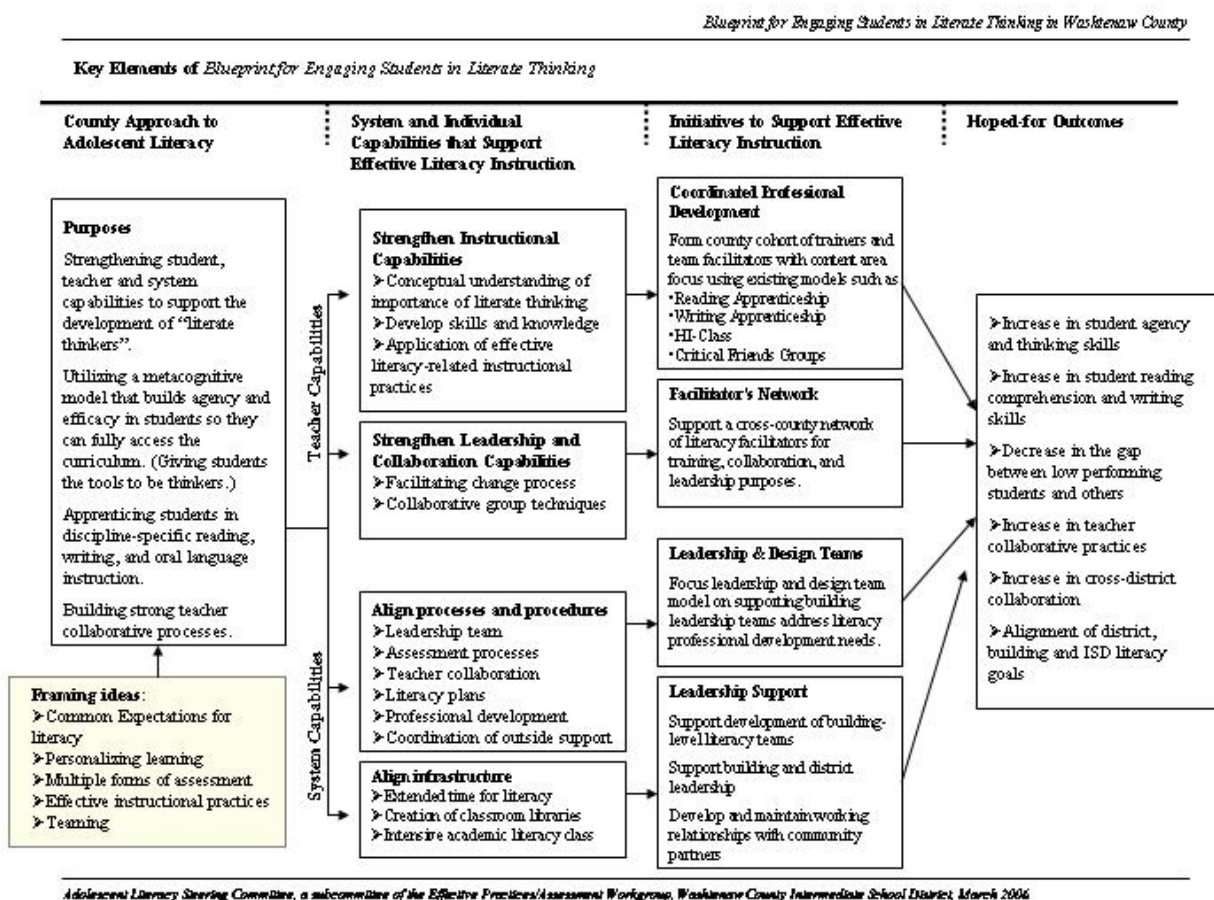
- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide 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)

### Reading Apprenticeship

The examination and intensive study of a vast amount of research went into the planning and initial framework of the content, delivery systems and support services used to implement both the Reading Apprenticeship and Early College Alliance programs. These serve as examples for how WISD utilizes research and evidence-based practices to build excellent, sustainable student success programs in a variety of secondary school settings.

Diagram 1 Blueprint or Engaging Students in Literature in Washtenaw County



Through a thorough analysis of research and best-practice this diagram was developed to represent a comprehensive theory of action. The research was consistent; there has been a dramatic shift in the field of adolescent literacy research and practice, and new ways to effectively support adolescent literacy have emerged. Learning to read is now viewed as an ongoing process, and success is achieved through scaffolded instruction which emphasizes how we read and why we read the way we do, as well as what we read in content area classes. Additionally, research indicates that the best teacher of reading in a content area may be the teacher of that content area, because they are familiar with, and successful in, the discipline-specific, metacognitive patterns.

Reading Apprenticeship is appropriate for all populations in the school setting. Locally, we have documented positive effects for students in special education, those considered "at-risk," students in minority populations, and students receiving free or reduced lunch subsidies. Although we do not have access to data related to English Language Learners, it is likely that Reading Apprenticeship, with its basis in socially mediated learning, will benefit these students as well. (See Figures 1 through 3 below.)

Figure 1 shows fall to spring growth in DRP units for various populations exposed to Reading Apprenticeship

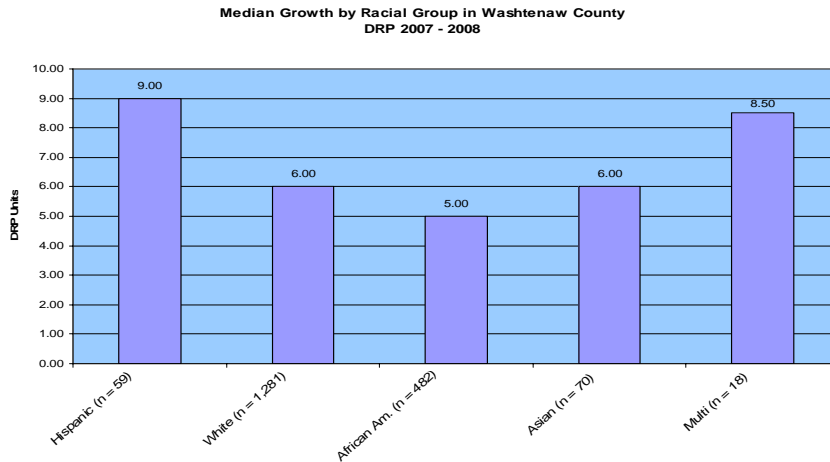


Figure 2 shows DRP Gains Comparing Regular and Free/Reduced Lunch Populations

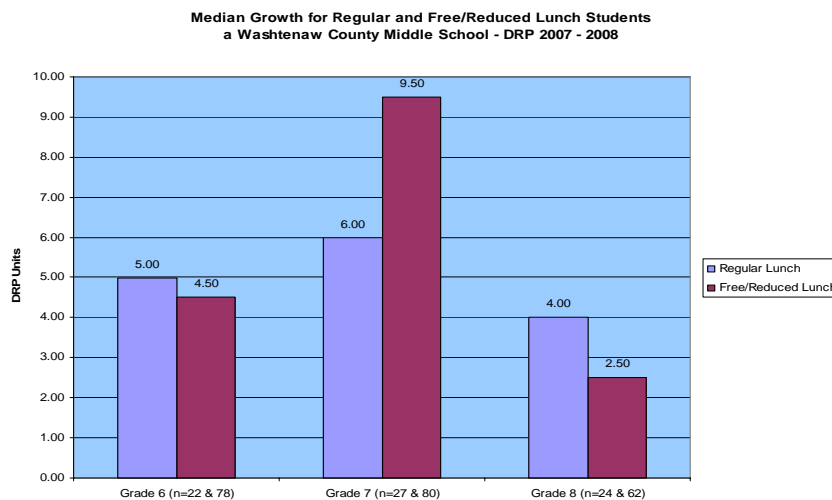
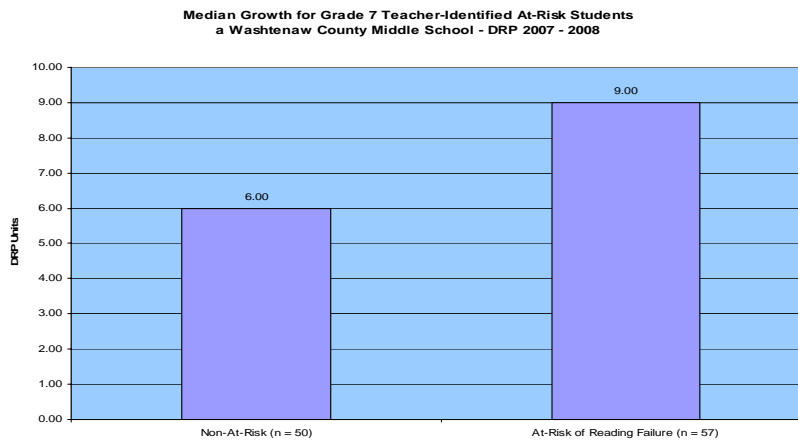


Figure 3 shows comparison of DRP Performance for Grade 7 Students Considered to be At-Risk of Academic Failure



### Early College Alliance <sup>sm</sup>

The research and early development serving as the foundation of the Early College Alliance model was the work of David Conley (2007), Barth, P, et al (1999), Forster, G (2006) and Washor & Mojkowski (2006). The ECA mirrors the structures and supports described by Conley's definition of college readiness, in *Redefining College Readiness (2007) and College and Career Ready (2010)*. Conley provides an operational definition of college readiness, extending our thinking and understanding to include, "the level or preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution."

Nationally, the graduation rate for early college schools in 2008 was about 92 percent, well above the **national average of 69 percent**. Upon graduation, 78 percent of the students had earned some college credit, and 86 percent went to college immediately after high school (as opposed to 66 percent nationally). (Source: EdWeek; 6/10/2010)

The elements of Washtenaw County's ECA described earlier, ensure students receive the key components of college success. Within the first three years of this program, the data shows that the ECA has had a positive impact on the academic achievement of secondary students in Washtenaw County:

- During 2008-09 ECA enrolled students in 780 EMU 100 level courses or above with a pass rate of C or better of 84.1%.
- During 2009-10 ECA enrolled students in 1700 EMU 100 level courses or above with a pass rate of C or better 83.7%, out performing every identifiable group at Eastern Michigan University.
- Attendance for 2008 was 96.8% and for 2009, 98.1% ECA courses only
- ECA ACT 2010 Composite was 22.1 in its first year. The projected ACT composite average will be between 23.5 - 24.5 by 2012.
- 85% of the 2008 ECA cohort are on schedule to complete the ECA program with 60 transferable, C or Better, Eastern Michigan University December 2010.

**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).**

Multi-layered, multi-year job embedded professional development models were used with the Early College Alliance <sup>sm</sup>, Reading Apprenticeship, and other programs developed by WISD. These models are research-based and build upon the work of Joyce & Showers (1980), Hall & Hord (1987) and Fullan (1991). The following diagram captures the essence of their research.

**Training Methods & Levels of Impact**

*Joyce & Showers (1980)*

Training Method	Level of Impact	Evidence of Impact <i>What does this look like?</i>
Didactic presentation of theory & concepts	Awareness	Participant can articulate general concept & identify problems.
Modeling/ demonstration (i.e. live, video)	Conceptual Understanding	Participant can articulate concepts clearly & describe appropriate actions.
Practice in simulated situations with feedback (i.e. role play, written exercises)	Skill Acquisition	Participant can begin to use skills in structured or simulated situations.
Coaching & supervision during application	Application of Skills	Participant can use skills flexibly in actual settings.

**Educational Change Process**

*Hall & Hord (1987)*

Initiation: process leading to the decision to implement change

Implementation: process of putting the change into action

Institutionalization: process of stabilizing/continuing change

*(Fullan, 1991)*

	Stages of Concern
0-Awareness	Little concern about or involvement in the innovation is indicated
1- Informational	There is general awareness of the innovation and increased interest in details.
2- Personal	Uncertain of demands of innovation; concerns regarding how innovation will affect self.
3- Management	Attention is focused on process and task of using innovation and most efficient use of time, resources, etc.
4-Consequence	Focus is on impact innovation will have on students.
5-Collaboration	Concern about coordinating and collaborating with others regarding innovation.
6-Refocusing	Exploration of additional benefits for students, including modifying or replacing innovation.

As a SIG provider, we will utilize this model and provide LEAs with three years of professional growth anchored in capacity building and sustainability:

**Year 1 (Awareness and Conceptual Understanding)--**

Goals: 1) introduce and experiment, 2) set expectations of staff participation, 3) determine specific assessment, tracking, technology tools and resources to monitor effectiveness, and 4) engage local businesses, community leaders, parents and students in the potential of instructional practices. Use of extended community and resources:

- ALL teachers attend initial training and awareness sessions
- Professional development is ongoing and provided before or after school, weekends and throughout the school day using a coaching model
- Form site visit teams to see instructional practices in action; visit 2-3 schools
- Identify core leader for instructional practices

## **Year 2 and 3 (Skill Acquisition and Application of Skills)--**

Goals: 1) continuation of teacher training, 2) experiment with and expand instructional practices by all staff, 3) utilize rubrics and proficiencies for measuring student skills and learning for ALL students 4) continue to monitor staff depth and fidelity in implementation, and 5) collection and triangulation of student achievement data

- ALL teachers attend in-depth training during the summer and at specified times during the school year
- Expansion of teachers using instructional practices with guided support and coaching
- Schedules are arranged so that teacher teams have common planning and use time to develop and evaluate instructional practices
- Feedback and evaluation lead to modifications made to instructional practices
- Reinforcement of instructional practices, teacher efficacy and progress towards improvement/instructional goals monitored, communicated and celebrated

**Reading Apprenticeship** provides a concrete application of this theory. A training of trainers was offered by WestEd once or twice each year, depending on need. Trainers are certified within their counties to provide approved training opportunities to teachers. Washtenaw and Livingston Counties currently have a total of 32 trainers. Training venues purposefully mix trainers and participants from different districts to encourage inter-district collaboration. The four-day RA training is offered multiple times during the academic and calendar year. Additionally, WISD is currently working with WestEd and sites in Pennsylvania, California, Utah, and Massachusetts to expand RA regionally.

WISD has expanded Reading Apprenticeship training and the related staff development model to all teachers in both counties. Capacity building and program sustainability are maintained through survey, evaluation and the collaborative team structure. Tools to assess the effectiveness of this training and subsequent implementation of the program can be viewed through accessing the links below:

**Needs Assessment: Reading Apprenticeship Facilitator Skills** survey is directed toward RA Trainers and attempts to identify skill development needs in areas such as supporting RA teachers, facilitating building-level meetings, and data collection and analyses. The full survey may be accessed at

<http://www.zoomerang.com/Survey/?p=WEB229XWCTRAQC>

**Program Satisfaction** survey examines RA teachers' perceptions of their building-level facilitators and perceptions of the building-level team's effectiveness. The full survey may be accessed at

<http://www.zoomerang.com/Survey/?p=WEB229YCARZSZ5>

**Program Implementation** survey asks RA Trainers and RA teachers alike to self-evaluate their level of RA implementation relative to the four dimensions underpinning Reading Apprenticeship. This survey may be accessed at

<http://www.zoomerang.com/Survey/WEB229YE6T2XNM>

**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)**

As a regional educational agency, WISD employs and contracts with staff possessing the skills, experiences and expertise to provide the accountability and oversight of state and federal programs (see Exemplar 6). This includes, but is not limited to, technical assistance with school/district improvement plans, consultation on Title clarifications and updates, such as the LEA Planning cycle/Consolidated Applications, High Priority Schools, state and federal summative assessments and alignment of state curricular content expectations. In addition, LEAs use the services of WISD to work with content area instructional leaders on designing and implementing effective instructional practices (i.e. Reading Apprenticeship and Mathematics Literacy) that align to and fulfill all state and federal requirements.

WISD's Assessment and Research Department staff work closely with schools and districts to help them collect, analyze, and report data to support their school/district improvement efforts. We also provide information and resources to schools and districts regarding administration of the state assessments (MEAP, MEAP-Access, MI-Access, MME, and ELPA) and using those results as part of a continuous improvement process. The overall goal of the Assessment and Research Department is to link assessment and data services with the program goal, organization process, teacher process and student needs.

At the secondary level, WISD conducts an extensive Senior Exit Survey for the LEAs in Washtenaw County. This tool measures Washtenaw County high school seniors' perceptions of their high school experiences. The purpose of the survey is to provide a lens through which to view the high school experience from the students' point of view. It provides a set of information for school leaders, that, when combined with student achievement scores, graduation rates and other local sets of data, can paint a rich picture of the effectiveness of our county high schools. Building and district staff use the survey results for planning and evaluating school and instructional efforts as well as for communicating with parents and the community about students' experiences in their schools.

Additional services provided include program evaluation assistance. Assessment and Research staff members assist districts in targeted action research to improve student achievement within a district or building. We serve as a resource for development of both interim and benchmark assessments aligned with state and national standards. Assessment and Research supports county districts in their implementation of Data Director - Washtenaw County's data warehouse system. Data warehousing is a valuable and proven approach to providing educators at all levels of an organization with the information they need to make informed, data-driven decisions. At the classroom level, Assessment and Research is developing initiatives to support Assessment for Learning and quality classroom assessment practices.

**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)

Washtenaw ISD is committed to ensuring that LEAs have the resources and supports to operate the school improvement initiatives beyond the life of the SIG. The WISD administration and Office of Teaching and Learning will identify resources and solicit community support to sustain programming, curricular enhancements and professional development that are directly explicitly linked to raising student achievement.

The ISD will work with the LEAs to identify other federal and state grant sources, redirect Title funding, garner in-kind support from partner organizations and pursue foundation awards. WISD staff routinely work with LEAs to align their existing funding with the priority programs supporting student achievement. The Early College Alliance is an example of a program that was grant funded during the start-up period but self supporting on state aid allocations once fully enrolled and operational.

Washtenaw ISD staff members work collaboratively with LEA district and building leadership teams to maximize build sustainable interventions within districts by investing in training and support of existing LEA staff members, allocating resources to areas which show the most promise for sustained student achievement, leveraging local district funding and human resources to implement system changes that are sustainable from both the funding and human parts of the equations.

The work of the Early College Alliance<sup>sm</sup> and Reading Apprenticeship was vetted by the Washtenaw County Superintendent's Association and led by broadly representative steering and advisory groups. The formation and continuation of these governing, oversight and monitoring groups will be essential to the LEAs' program success sustainability. This group will be instrumental in capturing the voice of different bodies of stakeholders and redirect any potential programs.

In addition to community members, parents and educators, these steering and advisory groups include members from the foundation community, other non-profit and governmental agencies, and local businesses. Multi-district collaborative programming assists in dropping the costs of innovative programs, and thus also assures the sustainability of the program once grant funded interventions have been completed.

**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)

Mr. **David Dugger** has over seventeen years of experience creating, developing and implementing innovative educational programs within individual districts and across multiple educational agencies. Mr. Dugger is the former principal and Associate Dean of the Washtenaw Technical Middle College, selected by the USDOE as one of the four exemplary programs in the United States preparing students for the 21<sup>st</sup> Century. He currently serves as the director of the ECA<sub>sm</sub> ([www.ep.emich.edu/eca](http://www.ep.emich.edu/eca)) at Eastern Michigan University. He also serves as the Director of Secondary Options for Washtenaw Intermediate School District. In this role, David serves on the Eastern Leaders and Ann Arbor Regional Success boards, two of Washtenaw County's economic development teams.

**Mrs. Naomi Norman** has over ten years of experience providing leadership and facilitation support to local and regional teams who are trying to envision new ways of tackling long-standing challenges. With a background in learning sciences and instructional technology, she has embraced novel and innovative approaches to instruction, school organizational practices and system design. As a trained Critical Friends Coach she has trained groups of teachers in the process of collaborating effectively through the use of protocols focused on student learning. In her leadership and planning capacity she led the creation of the regional professional development model for Reading Apprenticeship that has successfully improved adolescent literacy throughout a two-county region. She was part of a two-person facilitation team that assisted two struggling middle schools (Willow Run Middle School and Scarlett Intermediate School) develop redesign plans and reach their adequate yearly progress goals. Additionally, she has led county consortium planning of two new school programs--an International Academy and a Cyber High School. Currently, Ms. Norman is the Director of Planning and Assessment and has focused efforts on creating systems of linking data from district goals, through to district and school programs, to teacher effectiveness to student achievement. She is leading the implementation of a county-wide student achievement data warehouse and reporting system.

**Dr. Sarena Shivers** currently serves as the Director of School Services for WISD. Recently returning to the WISD staff, Dr. Shivers brings almost twenty years of teaching building and district administrator experience. Her most recent position was the Director of Curriculum, Instruction and Assessment for Southfield Public Schools. In this role, Dr. Shivers was instrumental in leading many innovative instructional initiatives; such as the development of middle school and high school STEM academies. She was also responsible for the direct supervision of the district's Assessment Consultant (responsible for the management and oversight of all formative and summative assessment), Office of Academic Achievement (responsible for Dual Enrollment programming) Office of Career and Technical programs (responsible for CTE and career magnet academies) and the Office of State and Federal programs (responsible for monitoring and oversight of all Title funding and School/District Improvement process-es). Dr. Shivers was also named the district's Section 504 Coordinator. Previous employment with WISD included serving as a co-developer of the ECA<sub>sm</sub>.

## **David G. Dugger**

Washtenaw Intermediate School District  
1819 S. Wagner Rd.  
Ann Arbor, MI 48106  
[ddugger@emich.edu](mailto:ddugger@emich.edu)

### **EDUCATION**

1998 Special Education Endorsement, Eastern Michigan University, Ypsilanti, MI  
1995 Master of Arts, University of Michigan, Ann Arbor, MI  
1980 Bachelor of Arts, Michigan State University, East Lansing, MI

### **PROFESSIONAL CERTIFICATIONS / CAREER**

State of Michigan, Professional Education Certificate (CC-2921M0509246)

- ☐ Computer Science (NR) 7-12
- ☐ Social Science (CX) 7-12
- ☐ Psychology (CE) 7-12

- ☐ Special Education, Emotional Impairment (SE) 7-12

2007-Present Director Early College Alliance @ Eastern Michigan University

2006-Present Director Educational Options Washtenaw Intermediate School District

2009-Present Project Manager Eastern Leaders Group

2008-Present President, Middle College Consultants

2009-Present Board of Directors, Michigan Early Middle College Association

2005-2006 Member State of Michigan Department of Education - Early College Credit Earning Opportunities Commission

2007-Present Director, Early College Alliance<sup>(sm)</sup> @ Eastern Michigan University

Instrumental in the creation, design and implementation of Michigan's first public school, shared-services, consortium early/middle college program;

Serves as chief administrative officer, director and educational leader

ensuring vital instructional, curriculum assessment and communication for

the ECA. Responsible for team building, creation of school culture, strategic

planning, primary liaison with Eastern Michigan University senior

administration and faculty, supervision and mentoring of ECA staff and

faculty, community outreach, communication with students, parents and the

larger educational community. Responsible for developing and conducting

original and ancillary research and the subsequent data analysis for short and

long term planning needs of the ECA. Supervises the processing of federal

and state reporting and supervised, mentored special education staff in IEP

and 504 service delivery.

1997-2006 Director/Principal - Washtenaw Technical Middle College (WTMC)

Instrumental in the creation, design and implementation of Michigan's

second early/middle college program; Served as chief administrative officer,

director and educational leader.

1995-1997 Teacher/Teacher Consultant, Washtenaw Intermediate School District

Responsible for instruction and case management of students with

differential learning needs at Washtenaw County Juvenile Detention and the

Washtenaw Technical Middle College

1993-1995 Computer Classroom Instructor, Ann Arbor Public Schools

Served as computer classroom coordinator, instructor and network

administrator - worked in tandem with instructional staff to integrate the use

of the computer lab into the Middle Years Alternative Hyperstudio Portfolio

Project and the Forsythe sixth grade cross curriculum Body of Data Project.

Served on the AAPS Technology Integration Team providing short and long

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

term planning to integrate technology resources into the instructional environment.

1985-1993 Research Associate II, School of Education, University of Michigan

Provided research, data analysis, technical support and professional consultation for the Federal Region V Desegregation Assistance Center.

1982-1985 Research Associate I, Institute for Social Research, University of Michigan

Inter-University Consortium for Political and Social Research. Supervised and managed the first public release of the Federal Bureau of Investigations Uniform Crime Reports computer readable form, and the National Crime Victimization Survey (NCVS)

1982-1983 Research Associate, Social Science Research Institute, Michigan State University

1980-1982 Research Associate, University of Copenhagen Denmark

## **GRANTS AND AWARDS**

- 2010 Recipient E3 Award – Exemplary Educational Endeavors, Early College Alliance @ Eastern Michigan University
- 1998 Michigan Governor’s Award for Best Practices in Education
- 1999 Recipient E3 Award – Exemplary Educational Endeavors, Washtenaw Technical Middle College
- Top twenty-five educational programs in the nation by the International Center for Leadership in Education/Successful Practices Network (ICLE)
- United States Department of Education (USDOE) as top programs in the United States the USDOE’s *Building High Schools around the 21<sup>st</sup> Century Teen Initiative*

## **PRESENTATIONS / CONFERENCES**

- Creative Approaches to Financing Your Promise Program, PromiseNet 2010: Investing in Youth for Community Transition, June 2010, Kalamazoo Michigan
- High School and College Re-Imagined, 50<sup>th</sup> Annual Michigan School Testing Conference, March 2010, Ann Arbor, Michigan
- The Early College Alliance – A Scalable and Transformative K-16 Educational Model, 2007 Governor’s Education Summit, March 2007, Lansing Michigan
- Re-thinking the 3 R’s: Relationships, Relevance and then Rigor, International Center for Leadership in Education/Successful Practices Network National Conference, June 2006, Orlando Florida
- WTMC – A College, high school collaborative, 2006 Community College Bellwether Awards Conference, January 2006, Orlando Florida
- The ISD Role in Supporting Early College and Middle College Programs, 2007 Michigan Association of Intermediate School Administrators (MAISA) Summer Conference, Bay City Michigan
- Best Practices for Pre-College Programs, Michigan Pre-College and Youth Outreach Conference, November 2008, East Lansing Michigan
- 2008, 2009 and 2010; Conference Co-Chair and Lead Presenter – Michigan Early Middle College Association Winter and Summer conferences.

## **PROFESSIONAL AFFILIATIONS**

- Michigan Department of Education Charter School Start Up and Best Practice Dissemination Grant Reviewer, awarding of over 2.5 million dollars in grants to Michigan Charter schools over the last six years
- Member, Michigan Association of Supervision and Curriculum Development
- Member, Michigan Association of Secondary School Principals

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

# Naomi Norman

## Curriculum Vitae

---

2608 Devonshire      Washtenaw Intermediate School District

Ann Arbor, MI 48104  
734•975•2878 (home)  
734-546-1892 (cell)  
[nen@umich.edu](mailto:nen@umich.edu)

1819 South Wagner Road  
Ann Arbor, MI 48106-1406  
734-994-8100 ext. 1263 (office)  
[nnorman@wash.k12.mi.us](mailto:nnorman@wash.k12.mi.us)

### EDUCATION

University of Michigan, Ann Arbor, Michigan

PhD Candidate in Educational Studies (expected graduation, 2011)

M.S. in Educational Studies with focus on Learning Technologies (2002)

B.S. in Botany (1989)

Eastern Michigan University, Ypsilanti, Michigan

Graduate coursework in Instructional Technology (1994-1996)

### PROFESSIONAL EXPERIENCE

*Washtenaw Intermediate School District, Ann Arbor, MI*

Director, Assessment, Research and Planning (2008-present)

Director, Instruction (2004-2007)

Supervisor, Instructional Technology and Regional Educational Media  
Center #16 (2001-2004)

*St. Francis of Assisi School, Ann Arbor, MI*

Media Center Director/Technology Coordinator (1996-2000)

*University of Michigan, Ann Arbor, MI.*

Michigan Educational Technology Consortium Trainer & Database

Programmer (2000-2001)

Grace Hopper Technology Camp Instructor (2000)

*Washtenaw Intermediate School District, Ann Arbor, MI.*

Technology Technician (1993-1996)

Media Center Assistant and Computer Trainer (1989-1993)

### PROFESSIONAL SPEAKING

(2010). *Accepted. The future isn't what it used to be: developing a vision and setting goals in uncertain times.* Co-presenting with William Miller. Association of Educational Service Agencies Annual Conference. Savannah, Georgia, December, 2010.

(2010). *Accepted. Building a successful regional adolescent literacy initiative.* Co-presenting with Holly Heaviland. Association of Educational Service Agencies Annual Conference. Savannah, Georgia, December, 2010.

(2008). *Adolescent literacy: Results from the first year of a county-wide initiative.* Michigan School Testing Conference. Ann Arbor, Michigan, February 26, 2008.

(2007). *Strengthening Adolescent Literacy.* Breakout session, Governor's Education Summit, Lansing, Michigan, March 26, 2007.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

(2007) Technology Planning. All-day session for Technology Coordinators. Michigan Association of School Boards Certification Program. Lansing, Michigan, February 15, 2007

(2006) Improving Adolescent Literacy with Reading Apprenticeship. Invited speaker at the Reach and Teach program sponsored by the Michigan Department of Education. Lansing, Michigan, December 14, 2006.

(2006) Adolescent Literacy Panelist. University of Michigan Adolescent Literacy Symposium. March 2006.

(2001) Technology Planning. National School Board Association, National Technology & Learning Conference. Atlanta, Georgia.

(1999) Commencement Address. Baraga High School Graduation, Baraga, Michigan.

## GRANTS

Sustained Learning = Student Achievement. Michigan Department of Education, Mathematics and Science Partnership Program. \$250,000, 2004-2007. Primary Investigator 2006-07.

Collaborating for student success: Using online learning to link teachers and students across school districts. MiddleStart Collaboration Grant \$36,000, 2006-07.

Teacher Reflection Portfolios. Michigan Department of Education, Teacher Quality Grant. \$40,000. 2005-2006.

## PUBLICATIONS

### Articles

Norman, Naomi (2005) Technology makes the curriculum accessible to ALL students. *Leading Change*. Michigan Department of Education. Available online: <http://cenmi.org/LeadingChange/S05/article11.asp>

### Photography

Norman, Naomi (1989). Michigan Sand Dunes. Cover photo. University of Michigan Bulletin: Biological Station '89.

Norman, Naomi (1989). Boreal Flora in Canada. University of Michigan Bulletin: Biological Station '89, page 34.

Norman, Naomi (1988). Boreal Flora class at Grand Sable Dunes. Front page image. Douglas Lake Report: A special report to the alumni and friends of the University of Michigan Biological Station, October 1988.

## OTHER PROFESSIONAL ACTIVITIES AND SERVICE

Participant, SUPES Academy (2010)

Coach and Trainer, Critical Friends Coaching Model through National School Reform Faculty (2009)

Member, Michigan Virtual High School Advisory Board (2003-present)

Member, Referent Group for Michigan Integrated Technology Supports (2007)

Treasurer, Regional Educational Media Center Association of Michigan (2004-2007)

Member, Regional Educational Media Center Association of Michigan (2001-2007)

Member, Michigan Department of Education and Michigan Association of Intermediate

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Service Agencies Think Tank for reorganizing support to high priority schools in Michigan (2007)

Fellow, Education Policy Fellowship Program, Michigan State University and the Institute for Educational Leadership (2006-2007)

Member, Michigan Cooperative Purchasing Committee (2001-2007)

#### **PROFESSIONAL AFFILIATIONS**

Member, American Educational Research Association (2004-present)

Member, Michigan Association of Computer Users in Learning (1996-present)

Member, American Library Association (2001-present)

Member, Association for Supervision and Curriculum Development (2001-present)

<b>PROOF OF INSURANCE</b>
---------------------------

Producer <b>SET SEG</b> 415 W. Kalamazoo Street Lansing, MI 48933		THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.	
Insured <b>Washtenaw ISD</b> 1819 S Wagner Rd, PO Box 1406 Ann Arbor, MI 48106-1406		<b>A</b> MASB-SEG Property/Casualty Pool, Inc.	
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 TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.			

CO LTR	TYPE OF INSURANCE	POLICY NUMBER	EFFECTIVE DATE	EXPIRATION DATE	LIMITS	
<b>A</b>	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> Comprehensive Form <input checked="" type="checkbox"/> Premises/Operations <input checked="" type="checkbox"/> Incidental Medical Malpractice Coverage <input checked="" type="checkbox"/> Products/Completed Operations <input checked="" type="checkbox"/> Contractual <input checked="" type="checkbox"/> Independent Contractors <input checked="" type="checkbox"/> Broad Form Property Damage <input checked="" type="checkbox"/> Personal Injury	PC-00130-201008	08/01/2010	08/01/2011	BI & PD COMBINED OCCURRENCE  BI & PD COMBINED AGGREGATE  PERSONAL INJURY AGGREGATE	\$1,000,000  N/A  \$1,000,000

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL **30** DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE  
  

TARA STAGE  
 PROPERTY/CASUALTY DEPARTMENT  
 Date 8/6/2010



"VISION without Action is simply a dream;  
ACTION without vision is merely passing  
time. But, VISION with ACTION can change  
the world."

-author unknown



## **Sarena Shivers, Ed. D.**

### EDUCATION

Indiana University-Bloomington, Indiana	Doctorate in Educational Leadership and Policy Analysis (Minor in Curriculum)	July 2003
Ball State University- Muncie, Indiana	Masters in Education Administration and Supervision	May 1998
Morgan State University- Baltimore, Maryland	Bachelors in Elementary Education	May 1992
SUPES Academy (Superintendent Preparation Program)	Certificate of Completion	November 2007

### LICENSES

Professional Standard	General Elementary (1-6 7/8 non-dept)	Indiana
Standard	Elementary Administration and Supervision	Indiana
Standard	Superintendent K-12	Indiana

### PROFESSIONAL EXPERIENCES

July 2010- Present	Director of School Services, Washtenaw Intermediate School District Ann Arbor, Michigan
October 2008- Present	Adjunct Professor, Concordia University, Leadership and Policy Ann Arbor, Michigan
July 2007- July 2010	Director of Curriculum, Instruction and Assessment Southfield Public Schools
November 2006- July 2007	Instructional Coordinator; Washtenaw Intermediate School District Ann Arbor, Michigan
January 2005- Present	Adjunct Professor; Eastern Michigan University, Assessment and Evaluation Ypsilanti, Michigan
July 2004- October 2006	Executive Director; Honey Creek Community School, K-8 Ann Arbor, Michigan
Jan. 2004-May 2004	Adjunct Professor/Workshop Presenter- Graduate Level Butler University, Indianapolis, Indiana
2001-2004	Elementary Principal; Metropolitan School District of Pike Township New Augusta Public Academy South, K-5 Building; Indianapolis, Indiana
1998-2001	Elementary Assistant Principal; Metropolitan School District of Wayne Township Maplewood Elementary and Chapelwood Elementary, K-6 Buildings; Indianapolis, Indiana
1996-1998	Elementary Teacher, Grade 3; Hamilton Southeastern Schools Lantern Road Elementary School; Fishers, Indiana
1994-1996	Elementary Teacher, Grade 4; Metropolitan School District of Lawrence Township Indian Creek Science and Technology Magnet Elementary School; Indianapolis, Indiana
1992-1993	Elementary Teacher, Multiage Grade 2/3; Royal Air Force Base, Alconbury; United Kingdom Elementary Teacher, Grade 5; Baltimore City Public Schools, Walter P. Carter Elementary School; Baltimore, Maryland

### AWARDS/RECOGNITIONS

2004	Lilly Endowment/Teacher-Administrator Creativity	\$7,500.00 Fellowship
2003	Pike Education Foundation/ Math In Your Feet	\$2,000.00 Grant
2003	Morgan State University/ Distinguished Alumni Fellow	
2003	Indianapolis Star News/ Overachiever Award	
2003	Pike Education Foundation/ Discover Your Soul Within	\$2,000.00 Grant
2001-2003	MSD of Pike Township Honor Roll	(Consecutive Years Parent Nominations)
1999	Safe Haven, Crisis Prevention	\$8,100.00 Grant
1999	Mayor Bart Peterson / Character Counts Award	High School/ Elementary Mentor partnership

**Sarena Shivers, Ed. D.**

**PROFESSIONAL ORGANIZATIONS/MEMBERSHIPS (Past and Present):**

American Association of School Administrators

National Association of Elementary School Principals

National Association of Secondary School Principals

Michigan Association of Secondary School Principals

Association of Supervision and Curriculum Development

Indiana Association of School Principals

Indiana Principal Leadership Academy

Hamilton Southeastern Leadership Academy

**PROFESSIONAL DEVELOPMENT (Extensive Training):**

Center for Performance Assessments, Doug Reeves

Center for Performance Assessments, Larry Ainsworth

Effective Schools, Larry Lezotte

Center for Leadership in School Reform, Phil Schlechy

Professional Learning Communities, Rick DuFour

Framework for Understanding Poverty, Ruby Payne

Differentiation, Carol Ann Tomlinson

CLASS, Barbara Pedersen (Indiana State Approved School Improvement Model)

SMART Goals, Jan O'Neil

Success For All, Robert Slavin

**EXTENSIVE RESEARCH:**

Michael Fullan

Peter Senge

Mike Schmoker

Ruby Payne

Barbara McCombs and Jo Sue Whisler

Linda Lambert

Robert Marazono

Doug Reeves

Larry Ainsworth

Phil Schlechy

Carol Ann Tomlinson

Linda Darling-Hammond

Margaret Wheatley

Richard Stiggins

**PROFESSIONAL COURSES/WORKSHOPS PRESENTED:**

Principal Leadership (Concordia University)

Policy in Education (Concordia University)

Introduction to Classroom Assessment and Evaluation (Eastern Michigan University)

Building a Balanced Math Program (Michigan Association of Public School Academy Conference)

Making Standards Work in a Learner-Centered Environment (Butler University, Local and National Conference)

Understanding Diversity and the Achievement Gap through the Individual Learner (Butler University)

Differentiation by Design (Butler University)

Developing Writers in a Learner-Centered Environment (Butler University)

What the Data Doesn't Tell Us (Butler University, Local Workshops)

## 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.